



# StAmbrose University

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## General Information

St. Ambrose University is an independent, coeducational Catholic university offering four-year undergraduate programs in the liberal arts, pre-professional and career-oriented programs, master's and doctoral programs.

Founded in 1882 by the Diocese of Davenport, St. Ambrose University is rich in tradition and strong in stature. Its Catholic character is expressed in its people and its programs, as well as in its ecumenical perspective and record of service.

St. Ambrose is located in Davenport, Iowa, one of the Quad Cities that line the shores of the Mississippi River joining Eastern Iowa and Western Illinois.

Studies at St. Ambrose University can lead to the following degrees: Bachelor of Applied Management Studies, Bachelor of Arts, Bachelor of Business Administration, Bachelor of Education, Bachelor of Elected Studies, Bachelor of Music Education, Bachelor of Science, Bachelor of Science in Industrial Engineering, Bachelor of Science in Mechanical Engineering, Bachelor of Science in Nursing, Bachelor of Special Studies, Master of Accounting, Master of Business Administration, Master of Criminal Justice, Master of Education in Educational Administration, Master of Education in Teaching, Master of Physician Assistant Studies, Master of Science in Information Technology Management, Master of Occupational Therapy, Master of Organizational Leadership, Master of Pastoral Theology, Master of Social Work, Master of Science in Speech-Language Pathology, Doctor of Business Administration and Doctor of Physical Therapy.

The university structure, which went into effect in 1987, now consists of three colleges: the College of Arts and Sciences, the College of Business, and the College of Health and Human Services.

## About the Catalog

The St. Ambrose University Catalog contains current information on the calendar, admissions, degree requirements, fees, room and board, regulations, and course offerings. It is not intended to be and should not be relied upon as a statement of the university's contractual undertakings.

St. Ambrose reserves the right in its sole judgment to make changes of any nature in its program, calendar, academic schedule, or charges whenever it is deemed necessary or desirable. This right includes changes in course content, rescheduling classes with or without extending the academic term, canceling scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities.

## Recognition

St. Ambrose is accredited by the Higher Learning Commission and a member of the North Central Association, [www.ncahlc.org](http://www.ncahlc.org), 800/621-7440 or 312/263-0456.

Special accreditations for specific undergraduate programs includes: Accounting, Economics, Finance, International Business, Management, and Marketing—Accreditation Council for Business Schools and Programs; Association to Advance Collegiate Schools of Business International; Education—Iowa Department of Education; and Industrial and Mechanical

Engineering—Accreditation Board of Engineering and Technology; Nursing—Commission on Collegiate Nursing Education, The Iowa Board of Nursing.

Special accreditations for specific graduate programs includes: Accounting, MBA, Association of Collegiate Business Schools and Programs International; Educational Leadership and Special Education—Iowa Department of Education; Nursing Administration—Commission on Collegiate Nursing Education, The Iowa Board of Nursing; Occupational Therapy – Accreditation Council for Occupational Therapy Education; Speech-Language Pathology – American Speech-Language-Hearing Association; Physical Therapy—Commission on Accreditation in Physical Therapy Education; Social Work—Council on Social Work Education; Physician Assistant Studies, applied for provisional accreditation from the Accreditation Review Commission on Education for the Physician Assistant.

St. Ambrose holds membership in American Association of Colleges for Teacher Education, American Council on Education, Association for Continuing Higher Education, Association of Catholic Colleges and Universities, Association of Liberal Arts College of Teacher Education, Association to Advance Collegiate Schools of International Business, Council of Independent Colleges, Iowa Association of Colleges of Teacher Education, National Association of Independent Colleges and Universities, and Service Members Opportunity Colleges.

St. Ambrose is a non-profit educational and scientific organization and is so recognized by the Internal Revenue Code of 1986.

## Mission of St. Ambrose University

St. Ambrose University—*independent, diocesan, and Catholic*—enables its students to develop intellectually, spiritually, ethically, socially, artistically, and physically to enrich their own lives and the lives of others.

## Core Mission Values and Guiding Principles

**Catholicity:** We treasure and build on our strong Catholic identity in relationship with the Diocese of Davenport. As an independent institution of higher learning, St. Ambrose University embodies our faith tradition through teaching, learning, scholarship, and service, through openness to those of other faith traditions, and through the pursuit of justice and peace.

**Integrity:** We believe that as individuals we are capable of living in the fullest measure when our lives are freely based on values that acknowledge a loving God and a life-affirming moral code. Therefore, we teach, learn, and work in a climate of mutual respect, honesty, and integrity where excellence and academic freedom are cherished.

**The Liberal Arts:** We are committed to the richness of the liberal arts tradition through quality instruction that fosters development of a broad awareness of humanity in all its dimensions. Ambrosians use their knowledge, talents, and career skills in service to others.

**Life-long Learning:** We believe that people at all stages of life need educational opportunities. Therefore, we offer learning programs with student-centered teaching that lead to baccalaureate and professional graduate degrees in curricula

through the doctoral level as well as non-degree offerings at the undergraduate and graduate levels. To meet the needs of our diverse student body, we use a variety of delivery systems and formats in the Diocese of Davenport, the State of Iowa, and other authorized locations. We collaborate with other organizations to offer further opportunities around the world.

**Diversity:** We believe in the inherent God-given dignity and worth of every person. Therefore, we strive to develop an understanding of human cultures, achievements, capabilities, and limitations to promote justice and peace and use our talents in service to others and the world. We welcome people from other countries and cultures to study, learn, and work at St. Ambrose. Likewise, we encourage Ambrosians to teach, learn, engage in scholarship, and serve abroad.

### **History of St. Ambrose University**

The institution of higher education known today as St. Ambrose University was established in 1882 by the first bishop of Davenport, Most Reverend John McMullen, DD. Classes were held in two rooms at the old St. Marguerite's School. Rev. A.J. Schulte served as the first president of St. Ambrose.

The school was moved to the Locust Street campus in 1885, when the central unit of the present Ambrose Hall was built. That same year, St. Ambrose was incorporated as "a literary, scientific and religious institution." The articles of incorporation stated, "No particular religious faith shall be required of any person to entitle him to admission to said seminary."

By the turn of the century a clearer division was being made between the high school program and the college program. In 1908 the name of the institution was officially changed to "St. Ambrose College." Night school classes were inaugurated in 1924, and the first session of summer school was held in 1931.

During World War II, the United States Navy chose St. Ambrose College as a location for the training of many of its officers. The high school department, known as St. Ambrose Academy, moved to new quarters at Assumption High School in 1958, providing additional space on campus for continued growth. In 1968 St. Ambrose became fully coeducational.

On April 23, 1987, St. Ambrose College became St. Ambrose University at the direction of the Board of Trustees.

### **The St. Ambrose Campus**

The St. Ambrose campus is located in a residential area in north-central Davenport. The University has grown over the years from two schoolrooms to a bustling campus with over 20 major buildings.

Ambrose Hall, a landmark in the area, is included in the National Register of Historic Places. The original structure, built in 1885, has seen a number of additions over the years. It housed the entire college for some time because officials thought operation of the institution should be kept under one roof. Ambrose Hall today includes an administrative offices, classrooms and faculty offices.

Adjacent to Ambrose Hall is LeClaire Hall. The former gymnasium has been converted into a maintenance center.

The first free-standing building on campus apart from Ambrose Hall was built in 1922, when the preliminary section of Davis Hall was completed. Today the enlarged and remodeled structure is used as a residence for 130 female students.

The Lewis Memorial Science Hall, a four-story building made possible through the generosity of Frank Lewis, and the priests of the Davenport Diocese, contains classrooms, laboratories, and faculty offices.

The Library was built in 1996. It is a resource for St. Ambrose and the Quad City community. The four-story building houses 150,000 books, periodicals, and audio-visual materials. There are group and individual study rooms, a media program room, and media production areas. Twenty-three computers are provided for access to more than 75 electronic database subscriptions. Computers are available for word processing. Students with a valid SAU ID can check out materials such as books, A-V equipment, and laptop computers. This ID also allows students to check out materials from other Quad City colleges and public libraries.

McMullen Hall, was completely renovated in 1997 and now houses classrooms, a multimedia computerized language laboratory, multimedia classrooms, two ICN interactive video classrooms, and faculty offices.

Newly renovated Christ the King Chapel, has a seating - capacity of 500, is adjacent to Hayes Hall, a combined 20 bed male residence, classroom, office and seminary facility.

With the exception of Davis and Hayes Halls, all other traditional residence halls (for first-year and sophomore students) at St. Ambrose have four floors of residential space, are suite-style (two double rooms sharing a bathroom), and are co-educational by floor. Rohlman Hall (fully remodeled in 2001) now accommodates 202 students, while Bechtel Hall, which opened in the fall of 2004, houses 140 students. Franklin Hall, which opened in fall 2005, holds 204 students. Cosgrove Hall accommodates 224 students. The six-story building contains the Arnold Meyer Student Lounge, several offices, and three computer centers. There is a lounge and the campus dining room with the capacity to serve 700 people on the first floor, and four residential floors above.

Our preferred (for junior and senior students) residential housing facilities include the Townhouses, Tiedemann Hall, Hagen Hall, McCarthy Hall and North Hall. The Townhouses have 8 students per unit and house a total of 104 students. Tiedemann Hall offers four-person apartment style housing accommodating a total of 124 students. Hagen Hall offers four-person and six-person apartment style housing all with single bedrooms, accommodating a total of 140 students. McCarthy Hall was constructed in 2008 and provides four-person apartment style housing accommodating 96 students. McCarthy Hall is a dual purpose building with the top three floors as residential living and bottom two floors as academic space. North Hall constructed in 2012 provides four floors of suite- and apartment-style living, accommodating 204 students. North Hall has lounges on each floor and provides a unique academic-themed housing option.

The Galvin Fine Arts and Communications Center houses the departments of art, music, theatre and communication, in addition to the campus radio station and television studio. The main auditorium in the Galvin Center has a seating capacity of more than 1200 persons.

The Center for Health Sciences Education opened in 2010. This new 40,000 square foot building houses the Nursing, Occupational Therapy, Physician Assistant Studies and Physical

Therapy Departments. The building includes state-of-the-art classrooms; teaching space that simulates home health, hospital, and outpatient clinic environments; a computer lab; library; and a student commons.

The Physical Education Center includes the Lee Lohman Arena. The 47,300 square foot structure houses classrooms and faculty offices. It also has facilities for basketball, tennis, volleyball, jogging, gymnastics, handball/racquetball, physical conditioning, and other lifelong recreational interests.

The Ambrose Dome, a 67,000 square foot air-supported facility on Brady Street north of campus, provides indoor practice and recreation space for athletic teams, intramural and club sports.

The Rogalski Center opened in 2004 and offers extensive space for student organizations, centralized access to the post office, Career Center, Health Services, Student Activities, Student Affairs, Security, campus Bookstore, a conference center with seating for 600 and food court.

St. Ambrose University at 1950 E. 54th Street in Davenport houses offices of School of Social Work and the ACCEL program.

St. Ambrose University has established a downtown presence in the Downtown Education Center at 331 W. 3rd Street in Davenport. The center provides space for offices and state of the art smart classrooms. This facility provides meeting space for professional development programs and is available to community organizations for use as a conference facility.

The St. Ambrose Center for Communication and Social Development is located at 1310 W. Pleasant Street in Davenport. It currently houses the Master of Education in Teaching, the Master of Education in Educational Administration and the Master of Science in Speech-Language Pathology programs.

### **Policy on Access to Student Information**

It is the intent of St. Ambrose University to comply with the Family Educational Rights and Privacy Act (FERPA) as amended in January 1975, commonly known as the "Buckley Amendment," and to extend a good faith effort in complying with the law. Occasionally, the policy will be revised and updated to conform to guidelines of federal and other appropriate agencies. Of necessity, certain educational records must be maintained, and the University has the responsibility for protecting access to and release of personally identifiable information pertaining to students.

The policy applies to students 18 years of age or older or to those who have attended an institution of post-secondary education. No exclusion is made for alien students.

Copies of the St. Ambrose University policy statement are available in the Records and Registration office and online at [www.sau.edu/Registrar](http://www.sau.edu/Registrar).

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### **Non-Discrimination Policy**

It is the policy of St. Ambrose University to provide equal opportunity in all terms and conditions of employment and education for all faculty, staff, and students.

The University is a non-profit educational institution which

admits academically qualified students of any race, color, age, sex, religion, or national origin without regard to any physical handicap and extends all the rights, privileges, programs, and activities generally available to students at the University. It does not discriminate on the basis of race, color, sex, religion, national origin, marital status, veteran status, or disability in administration of any of its educational policies or programs including admissions, financial aid, and athletics. It also is an affirmative action/equal opportunity employer.

St. Ambrose University is authorized under federal law to enroll non-immigrant alien students.

### **Endowed Chairs**

The term "chair" symbolizes the academic tradition in which income is generated through an endowment at a college or university to fund the salary of a professor, thereby perpetuating the transmittal of knowledge for generations to come.

#### **Hauber Chair of Biology**

The Hauber Chair of Biology was established at St. Ambrose in 1975 in honor of the late Rev. Msgr. U.A. Hauber, fifth president of the College and a nationally known writer and teacher of biology.

This was the first endowed chair in the history of the then 93-year-old institution. The Hauber Chair involves an endowment for investment with interest earned used solely for the Biology Department.

#### **Baecke Chair of Humanities**

The Albert and Rachel Baecke Chair of Humanities was established in 1981 when endowment of the Chair was initiated by a sizable gift of stock shares to St. Ambrose from the Baeckes, former residents of East Moline, Ill., who had moved to Clearwater, Fla. Mr. Baecke died there in 1985.

The Baecke Chair, which rotates among the academic areas of the humanities, enhances the teaching and learning experience in the humanities, which are considered the heart of learning in a liberal arts college. Priority funding is given to curriculum and faculty development.

#### **The Chair of Catholic Studies**

The St. Ambrose University Chair of Catholic Studies was established by the University in the spring of 1986 to address concerns of a religious nature.

The Chair provides for guest lecturers in fields which are of direct concern to the Catholic community and the greater community at large. Among others, these fields include theology, history, literature, music, scripture, liturgy, and the natural and social sciences.

#### **Kokjohn Chair of Catholic Peace and Justice**

The Kokjohn Chair of Catholic Peace and Justice was established in 2007, thanks to the generous donation of Fr. Joseph Kokjohn, an alumnus and emeritus professor of English. The resulting endowment supports the education of St. Ambrose students in the Catholic tradition of peace and social justice.

Advancing the University's commitment to the Catholic Intellectual Tradition and long-standing University commitment to peace and justice, the Kokjohn Chair, especially through its support of visiting scholars, supports curricular and co-curricular initiatives, including teaching, research, and service activities.

## St. Ambrose University Calendar

### Fall Semester 2013

- Aug. 18 Residence halls open for new students
- Aug. 21 Classes begin at 8 a.m.
- Sept. 2 Labor Day—No classes, Offices closed
- Sept. 4 Last day to change schedule to enter a new class
- Sept. 18 Official census report date
- Sept. 26 Last day to drop a course with no indication of registration on transcripts
- Oct. 11 Midterm Break—No classes, Offices open
- Oct. 30 Last day to apply for December graduation
- Oct. 30 Last day to finish I/X grade from last term
- Oct. 30 Last day to drop classes with a “W”
- Nov. 1 All Saints’ Day
- Nov. 15 Last day to drop classes or withdraw from school
- Nov. 25 Thanksgiving break—No classes  
Offices open Monday-Tuesday
- Dec. 2 Classes resume at 8 a.m.
- Dec. 7 Feast of St. Ambrose
- Dec. 8 Feast of the Immaculate Conception
- Dec. 9 Final exam week through Dec. 13
- Dec. 14 Commencement exercises

### Spring Semester 2014

- Jan. 13 Residence halls open for new students
- Jan. 15 Classes begin at 8 a.m.
- Jan. 20 Martin Luther King, Jr. Day  
No classes, offices closed
- Jan. 29 Last day to change schedule to enter a new class
- Feb. 12 Official census report date
- Feb. 19 Last day to drop a course with no indication of registration on transcripts
- Mar. 10 Spring Break begins—No classes, Offices open
- Mar. 17 Classes resume at 8 a.m.
- Mar. 26 Last day to apply for May graduation
- Mar. 27 Last day to finish I/X grade from last term
- Mar. 27 Last day to drop classes with a “W”
- Apr. 17 Last day to drop classes or withdraw from school
- Apr. 18 Good Friday and Vigil of Easter  
No classes, Offices closed
- Apr. 21 Easter Monday  
No day classes, evening classes meet, offices open
- May 5 Final exam week through May 9
- May 10 Commencement exercises

### Summer 2014

- May 19 Summer interim classes through June 6
- May 26 Memorial Day—No classes, offices closed
- June 9 Summer classes through July 18

### Fall Semester 2014

- Aug. 17 Residence halls open for new students
- Aug. 20 Classes begin at 8 a.m.
- Sept. 1 Labor Day—No classes, Offices closed
- Sept. 3 Last day to change schedule to enter a new class
- Sept. 17 Official census report date
- Sept. 25 Last day to drop a course with no indication of registration on transcripts
- Oct. 10 Midterm Break—No classes, offices open
- Oct. 29 Last day to apply for December graduation
- Oct. 29 Last day to finish I/X grade from last term
- Oct. 29 Last day to drop classes with a “W”
- Nov. 1 All Saints Day
- Nov. 14 Last day to drop classes or withdraw from school
- Nov. 24 Thanksgiving break begins—No classes  
Offices open Monday-Tuesday
- Dec. 1 Classes resume at 8 a.m.
- Dec. 7 Feast of St. Ambrose
- Dec. 8 Feast of the Immaculate Conception
- Dec. 8 Final exam week through Dec. 12
- Dec. 13 Commencement exercises

### Spring Semester 2015

- Jan. 12 Residence halls open for new students
- Jan. 14 Classes begin at 8 a.m.
- Jan. 19 Martin Luther King, Jr. Day  
No classes, offices closed
- Jan. 28 Last day to change schedule to enter a new class
- Feb. 11 Official census report date
- Feb. 18 Last day to drop a course with no indication of registration on transcripts
- Mar. 9 Spring Break begins—No classes, offices open
- Mar. 16 Classes resume at 8 a.m.
- Mar. 25 Last day to apply for May graduation
- Mar. 26 Last day to finish I/X grade from last term
- Mar. 26 Last day to drop classes with a “W”
- Apr. 3 Good Friday and Vigil of Easter  
No classes, offices closed
- Apr. 6 Easter Monday  
No day classes, evening classes meet, offices open
- Apr. 17 Last day to drop classes or withdraw from school
- May 4 Final exam week through May 8
- May 9 Commencement exercises

### Summer 2015

- May 18 Summer interim through June 5
- May 25 Memorial Day—No classes, offices closed
- June 8 Regular day and evening session through July 17

### ACCEL Academic Calendar

The ACCEL program follows the same academic calendar above. For ACCEL course schedules, check online at [www.sau.edu/ACCEL](http://www.sau.edu/ACCEL) or contact the office at 1950 E. 54th St., Davenport; 563-333-5700 or [accel@sau.edu](mailto:accel@sau.edu).



## **Student Life & Support Services**

The purpose of student life and support services is to augment academic life by encouraging growth in the co-curricular and extra-curricular areas so students may enjoy the total educational process. All student services are based on the Catholic-Christian character of the University.

Resources are available to help meet students' various needs—whether informational, health, psychological, financial, vocational, academic, social, or spiritual.

Detailed information on student life, student rights and responsibilities and the following student services is available in the Student Affairs Office, in the Professional Studies Facility, and in the Student Handbook.

### **Academic Advising**

Students are assigned a faculty or staff advisor who will assist in the selection of courses leading to the chosen degree or certificate. Advisors are interested in the student as an individual, and will help the student in meeting educational goals. Academic counseling also is available on an ongoing basis to help students determine their progress in fulfilling their academic course requirements. Students may also receive assistance in selecting or changing an academic major.

First year students are assigned a mentor, who is an advisor committed to helping them succeed academically and adjust to the University environment. At the end of the first year, students transfer from the mentor to an advisor in their major.

### **Athletics**

St. Ambrose is a member of the National Association of Intercollegiate Athletics (NAIA). The athletic program is widely varied, with a total of 23 varsity intercollegiate athletic programs. It sponsors men's teams in baseball, basketball, bowling, cheerleading, cross country, football, golf, lacrosse, soccer, tennis, track & field (indoor and outdoor) and volleyball, and women's teams in basketball, bowling, cheerleading, cross country, dance, golf, soccer, softball, tennis, track & field (indoor and outdoor) and volleyball. Activities are centered on the multi-purpose Physical Education Center, which opened in 1983. Recreational facilities include the gymnasium, racquetball courts and weight-lifting rooms. The Ambrose Dome, a 67,000 square foot air-supported facility on Brady Street north of campus, provides indoor practice space for athletic teams.

### **Bookstore**

The campus Bookstore is located in the Rogalski Center. In addition to supplying new and used textbooks, the bookstore carries a wide range of school supplies, magazines, newspapers, gifts, sundries and University memorabilia.

### **Campus Ministry**

Keeping with the rich Catholic heritage and ecumenical spirit of St. Ambrose University, our Campus Ministry staff works to ensure that many opportunities for spiritual growth are available to all our students. The Campus Ministry staff includes a priest chaplain, and other lay ministers who are available for service activities, ministry development and religious and pastoral counseling. Mass is celebrated Monday through Friday during

the academic year. Sunday masses are at 10:30 am and 6:30 pm in Christ the King Chapel. Campus Ministry also publishes a weekly bulletin sent by e-mail to each student, faculty, and staff member in order to encourage participation in its mission of faith learning justice.

### **Campus Activities Board**

The Campus Activities Board (CAB) is the student group that provides cultural, educational and social events for the campus community. It is composed of 10 executive council chairs and committee members. It strives for the highest quality and variety in all events and responds to students' needs and concerns as they relate to programming, and schedules events in consideration of other University activities.

### **Campus Recreation**

Located on the first floor of the Rogalski Center, the Department of Campus Recreation promotes and coordinates campus-wide competitive and recreational sports, as well as group fitness, outdoor recreation, and wellness programs for all students and employees. Events and programs enhance skills, foster life-long friendships, and teach the understanding of true sportsmanship while promoting healthy lifestyle choices.

### **Career Center**

The purpose of the Career Center is to assist students as they identify and develop career goals as well as apply their academic achievements and learning to their professional goals. Services and events sponsored by the Career Center include career counseling, internship and employment opportunities, on campus recruiting, resume & cover letter development, mock interviews, work study and on-campus student jobs, etiquette dinner, and career fairs.

### **Children's Campus Child Care Center**

The University's licensed Children's Campus, located on the corner of Lombard and Marquette Streets, provides child care for children between the ages of 6 weeks and 6 years. The Children's Campus is open to student, faculty, staff, and the community. A fee is charged.

### **Counseling Center**

The Counseling Center located on the second floor of the Rogalski Center provides individual and group counseling for a wide variety of personal and interpersonal difficulties. In addition, the center provides a unique opportunity for students who are pursuing their own personal growth. All services are both free and confidential.

### **Food Service**

Meals and snacks are available to commuting and boarding students. Food service in Cosgrove Hall includes the Campus Dining Room. A food court is located in the Rogalski Center.

### **Graduate Student Government Association**

All registered graduate students are eligible to serve in the Graduate Student Government Association (GSGA). The GSGA exists to support and enrich the academic experience and

environment for all graduate programs. It organizes and promotes opportunities for professional development, networking between graduate students and businesses, mentoring to undergraduate students, and community service or political opportunities. The GSGA elects officers and meets monthly to represent student concerns, plan student activities, and provide certain services to the graduate students not otherwise provided by the University administration and staff.

### **Health Services**

Located on the second floor of the Rogalski Center, the Office of Health Services is staffed by a registered nurse who provides health care services for the students, faculty and staff at St. Ambrose. The nurse assesses health needs of clients and makes appropriate referrals when necessary. All services are both free and confidential.

### **International Student Services**

International Student Services assists undergraduate and graduate international students by guiding them through the admission process and ensuring a smooth transition into American Culture and the SAU environment. Workshops and personal advising are given on immigration, educational issues, and daily living. International students are assigned an academic advisor, and undergraduates are encouraged to register for New Student Seminar through which a mentor is appointed. International students are encouraged to participate in culture in the classroom programs designed to promote the exchange of culture.

### **Library**

The Library opened as a state-of-the-art facility in 1996. It provides study space for 400 students and houses a current collection of 170,000 volumes, with room to include 100,000 additional volumes. The collection includes over 10,000 electronic books. There are over 500 current periodical subscriptions, a media collection of audio and videocassettes, and a rare book and special collections room.

The collection is accessed through an online catalog that includes the holdings of 20 local libraries. There is remote and local access to the Internet and over 85 electronic databases many of which provide full-text articles from more than 30,000 journals and newspapers.

As part of their commitment to life-long learning skills librarians teach a one-credit Information Literacy class that is part of the university's general education requirements. Other ongoing programs include online interlibrary loan requests, leisure reading materials, entertainment DVD collection of recent and classic movies, and laptop computer checkout.

### **Mentor Program**

The mentor program is designed to help first-year students with all aspects of the transition to college life: academically, socially and spiritually. All new first-year students are assigned a mentor—a St. Ambrose faculty or professional staff member who is especially interested in helping new students succeed. Usually at the end of the first year, students transfer to an advisor in their major.

### **New Student Seminar**

New Student Seminar is a one-credit orientation course for first-year students. It helps students with the transition to St. Ambrose and to college in general, and includes topics such as time management, study strategies, personal development, career orientation and library orientation. Seminar instructors serve as mentors to the students in their classes. More than 90 percent of new first-year students take the class.

### **Performing Arts Series**

The Galvin Fine Arts Center Performing Arts Series is committed to encouraging an expansive interest in the arts so the arts may become an integral part of students' lives. The series presents a wide range of events that encourage learning. The works presented embody the fruits of free expression—offering cultural and aesthetic diversity, a means to learn, and a reflection of the richness of the human condition. As a commitment to these values, performing arts series events are free to all registered students.

### **Residence Life**

Located on the second floor of the Rogalski Center, the Office of Residence Life exists as an integral part of the educational programs and academic support at St. Ambrose. To assist with meeting these goals, resident advisors (RAs) serve as live-in student advisors who are trained to assist with problems. In addition, RAs program activities and create a sense of community on each floor. Residence Life is staffed with an assistant director and six full-time hall directors, all of whom are available to students.

### **Security**

The Department of Security strives to create and maintain an environment conducive to the educational mission of the university. This is achieved through proactive educational programming, crime prevention, intervention and increasing crime awareness among members of the university community. The Department of Security provides escorts to students, faculty and staff throughout the day and night. In addition, "rounds" are performed on-campus to check for safety and potential fire hazards. Made up of student patrols, full-time staff and Davenport Police Officers, the Security staff maintains a 24-hour security desk. During evening hours, the staff maintains desks in Bechtel, Cosgrove, Davis, Franklin, Rohlman, McCarthy, North Hall, and the link section of Hagen and Tiedemann Halls.

### **Student Activities**

The Student Activities Office supports the educational goals and mission of the university by promoting a sense of community integration, student self-worth and self-confidence through campus involvement. Activities are designed to improve the quality of campus and community life while offering student leadership opportunities to assist in their personal development. Activities often include Midnight Breakfast, speakers, Multicultural Week, concerts, and leadership classes are planned in conjunction with the Campus Activities Board, and Intercultural Life.

## **Student Affairs**

In support of the educational mission, the division of Student Affairs collaboratively seeks to enrich the holistic development of students by fostering personal growth, social responsibility, and a sense of community. Based in the Dean of Students office suite, this office produces all student IDs and serves as a campus center for information and student advocacy. The Student Affairs division includes the offices of Campus Recreation, Career Center, Counseling, Health Services, International Student Services, Residence Life, Security and Student Activities.

## **Student Disability Services**

Students who want to request an accommodation or academic modification or adjustment must contact SDS and identify themselves as having a disability. The disclosure of a student's disability is voluntary, but if the student does not disclose the disability St. Ambrose University cannot determine what accommodations, academic modifications or adjustments may be appropriate.

Student Disability Services offers a variety of services and reasonable accommodations intended to reduce the effects that a disability may have on their performance in a traditional academic setting. Services do not lower course standards or alter degree requirements but give students a better opportunity to demonstrate their academic abilities.

Services include academic advising, advocacy, alternate exam arrangements, assistive technology, books in alternative format, FM hearing assistance, note-takers, one-on-one time management training and learning skills instruction, screening and referral for diagnosis of a disability, and liaison with other university and state agencies.

Accommodations are not limited to those above. Students are encouraged to meet with the director to discuss services that will allow equal access to university provided opportunities.

## **Student Government Association**

Registered undergraduate students are members of the Student Government Association (SGA). The SGA investigates and reports on all matters of student concern, provides for and promotes matters of student interest. SGA officers and student representatives serve on most University committees. The SGA president also serves on the Board of Trustees.

## **Student Success Center**

The Student Success Center offers a variety of services to St. Ambrose students at no cost. Services include placement testing to assist students in their selection of courses, three levels of courses in reading, basic courses in writing and math taught in cooperation with the English and Mathematics Departments, a comprehensive peer tutorial program for most 100- and 200-level courses and to support student writers in all courses, and supplemental instruction in selected courses. The tutorial program is nationally certified by the College Reading and Learning Association at the Master's Level, the most advanced level of certification available. Materials, including computer software, are available on test-taking, study strategies, writing research papers, time management, problem solving, and note-taking.

Course offerings are described in this catalog under the headings of Learning Skills, English, and Mathematics.

## **Testing Services**

The university offers a placement testing program for new students and the College Level Examination Program (CLEP). New undergraduate students are required to follow placement procedures as stated in the Admissions section of the catalog. Results help ensure appropriate placement in beginning courses.

## **Tutoring**

The tutoring program is available to all St. Ambrose students at no cost (see full description under Student Success Center).

## **Veterans Recruitment and Services**

The office of Veterans Recruitment and Services assists students in obtaining VA education benefits, acts a liaison to campus and community resources for veterans, and advocates on behalf of service members, veterans and their families to the university. Since 2009, St. Ambrose has partnered with the U.S. Department of Veterans Affairs to offer the Yellow Ribbon program, a scholarship available to qualifying individuals under the Post 9/11 GI Bill. In addition, St. Ambrose offers a flexible disenrollment policy for activated service members and limited tuition deferment for students using VA funding to pay for college.

## **Admissions**

### **Undergraduate Admission Requirements**

#### **Admission as a First Year Student**

##### **A. Full Admission**

Individuals are eligible for admission to St. Ambrose University as a first year student if they meet the following requirements:

- A. Have a cumulative grade point average of 2.5 or above (on a non-weighted 4.0 scale) from an accredited high school.

##### **AND EITHER**

- B. Have a composite score of 20 or above on the American College Testing program (ACT) or a 950 or above on the Scholastic Aptitude Test (SAT) of the College Board. Students who graduated from high school five or more years ago do not need to supply ACT or SAT scores.

##### **OR**

- C. Have an ACT composite score of 18 or 19 (or an SAT score between 870 and 950) AND graduate in the upper half of their senior class.
- D. Students are encouraged to enroll in a college preparatory curriculum while in high school, including 4 years of study of English, 3 years in mathematics, 3 years in science, 3 years in social studies, and 3 years in a single foreign language.

##### **B. Provisional Admission**

Students who are ineligible for full admission because they do not meet the above standards may be admitted on a

provisional basis. Minimum requirements for this provisional status include a 2.0 cumulative GPA (on a non-weighted 4.0 scale) and a score of 18 on the ACT or 870 on the SAT. The academic progress of provisional students is monitored each semester by the Board of Studies.

### **C. Petition Process**

Applicants not meeting the minimum criteria for any category above may petition the Admissions Appeal Committee. More information on this process is available from the Admissions Office.

### **D. Health History**

Health history forms are available on the SAU website. All undergraduate students are required to have on file in the Health Services Office a properly completed health form which includes a health history, a physical examination by a physician, nurse practitioner, physician's assistant or any other primary health care provider and immunization dates. This information is confidential and is available only to the director of Health Services. Release of any health information requires the student's signature.

### **E. Placement Tests**

Undergraduate students are required to take a placement test in writing (reading placement is based on ACT score). In cases where students have earned college level credit in writing or math, placement will be made based on prior coursework.

## **Admission as a Transfer Student**

### **A. Full Admission**

Transfer students are eligible for admission to St. Ambrose University if they meet the following requirements:

1. Have submitted official transcripts from an accredited high school or GED program, showing proof of graduation or completion.
2. Have completed 12 college transferable credits of academic work from a fully accredited institution of higher education.
3. Maintained a 2.00 cumulative grade point average or above (on a 4.00 scale). Students must submit transcripts of all prior work on higher education levels. With fewer than 12 transferable semester credits of college work, admission will be based on high school GPA and test scores.

### **B. Exceptions**

Applicants must petition the Admissions Appeal Committee for exceptions to the norms listed above.

### **C. Language Requirement**

Transfer students wishing to use high school foreign language to meet the foreign language requirement must submit a high school transcript as part of the application process.

### **D. Health History**

All undergraduate students are required to submit a properly completed health form which includes a health history, a physical examination by their physician or any other primary health care provider and the dates of immunizations. Transfer students may forward a copy of the health form originally submitted to the institution from which they are transferring. This information is confidential and is available only to the director of Health Services. Release of any health information requires the student's signature.

### **E. Placement Tests**

Undergraduate students are required to take a placement test in writing (reading placement is based on ACT score). In cases where students have earned college level credit in writing or math, placement will be made based on prior coursework.

## **Admission as a Home School Student**

Prospective students who do not have a high school diploma are required to receive a passing score on the General Education Development Test (GED) and to have earned an ACT composite score of 18 or an SAT score of 870. Students who have been out of high school (or equivalent) at least five years do not need SAT or ACT scores.

## **Admission with a General Educational Development (GED) Test Certificate**

Prospective students who do not have a high school diploma are required to receive a passing score on the General Education Development Test (GED) and to have earned an ACT composite score of 18 or an SAT score of 860. Students who have been out of high school (or equivalent) at least five years do not need ACT/SAT scores.

## **Applying as a Non-Degree Seeking Student**

Individuals may be admitted as a non-degree seeking student by completing a St. Ambrose application. Non-degree seeking students are limited to a maximum of 12 credit hours each semester and are not eligible for any financial aid. If a student is taking any courses with pre-requisites he or she is required to provide official transcripts or have an instructor's permission. Non-degree seeking students may later apply to change their status to degree-seeking through the records and registration office. Twelve hours of non-degree seeking work may be applied towards a degree.

## **Applying as a Post-Degree Seeking Student**

Students who have earned a bachelor's degree from an accredited institution may enroll as a post-degree seeking student to complete a second bachelor's degree. The student will be admitted after completing an application and providing all transcripts of previous undergraduate coursework. Financial aid is limited to loans.

## **Applying as a Re-Admit Student**

Students who have left St. Ambrose University in good academic standing may be considered for re-admittance to the university by completing the Returning Student Form at [www.sau.edu/return](http://www.sau.edu/return). In addition, students are required to provide transcripts from all schools they have attended since leaving SAU. A student's cumulative GPA from all schools they have attended since SAU must be at least a 2.0. Students who have left SAU not in good academic standing may be re-admitted under the Satisfactory Progress, Probation and Dismissal guidelines.

Student reapplications may also be subject to review by the Dean of Students office. Therefore, all re-admittance applications will be viewed as a request for

reinstatement and not a guarantee that the decision will be approved.

### **International Students**

International students are subject to the admission policies of St. Ambrose University and to the regulations of the Department of Homeland Security of the United States.

International students who desire admission should have completed the form of secondary education making them eligible to seek admission to university studies (or equivalent) in their own country. International students must take the Test of English as a Foreign Language (TOEFL) or the International English Testing System (IELTS) and have the results sent directly to the International Student Services Office. At the undergraduate level, the minimum scores for full admission are 79 (TOEFL) or 6.0 (IELTS). At the graduate level, the minimum scores for full admission are 85 (TOEFL) and 6.5 (IELTS). Those applicants who do not achieve these minimum English proficiency scores may receive conditional admission to St. Ambrose, pending the successful completion of an affiliated English as a Second Language (ESL) program. Additional requirements may exist for individual programs.

Before St. Ambrose will issue a certificate of eligibility for a non-immigrant visa (I-20 or DS-2019) the applicant must prove financial ability to pay, as required by the U.S. government.

### **Application Procedures**

To be considered for admission as an entering undergraduate, students must:

- A. Complete the Application for Admissions to St. Ambrose University form at [www.sau.edu/apply](http://www.sau.edu/apply).
- B. Students who have no prior college work must have an official transcript of all high school work sent directly to the Office of Admissions.
- C. Students who have attended another college or university must have an official transcript of all work attempted at each institution sent directly to the Office of Admissions. Applicants who have completed less than 24 semester or 36 quarter hours of credit also should have an official transcript of their high school records sent directly to the Office of Admissions.
- D. Submit a copy of test results from either the ACT or the SAT. High school students are encouraged to take either the ACT or the SAT examinations early in their senior year. (Individuals over the age of 22 years are exempt from this requirement).
- E. Submit a properly completed health form including health history, a physical examination by a physician, nurse practitioner, physician's assistant or any other primary health care provider and immunization history to the Health Services Office. Transfer students may forward a copy of the health form they originally submitted to their previous institution. This information is confidential and available only to the director of the Health Services. No information will be released without written consent of the student.

### **The ACCEL Program**

The ACCEL program (Adult College Curriculum for Education and Leadership) offers students the opportunity to earn one of the following degrees in an accelerated format:

- Bachelor of Business Administration (BBA)
- Bachelor of Applied Management Studies (BAMS)
- Bachelor of Elected Studies (BES)
- Bachelor of Integrated Studies (BA.IS)
- Bachelor of Science in Nursing (RN to BSN)
- Bachelor of Special Studies (BSS)

The ACCEL program is designed for adult students who have at least three years of full-time professional work experience and have completed a minimum of 12 transferable credits with a cumulative grade point average of 2.0 or better. Potential students who do not meet a portion of the admission criteria, may petition for admission. A bachelor's degree can be completed by taking accelerated courses in a variety of formats including classroom, online and blended. Most three-credit courses meet once a week in five- or eight-week sessions.

In addition to the admissions requirements above, students may also be required to have the following credentials for admission to the following programs - an Associate of Applied Science (AAS) degree for admission to the Bachelor of Applied Management Studies, a licensure or certification in an allied health care profession for admission to the Bachelor of Special Studies, and an active RN licensure for the ACCEL BSN program.

### **Admission Information**

- Contact the ACCEL Office, 563-333-5700.
- Submit the application for admission.
- Request transcripts from high school and all other institutions attended.
- Complete placement test, if needed.

The ACCEL Office is located at 1950 E. 54th St., Davenport.

**Phone:** 563-333-5700 or fax: 563-333-5699.

**Email, Website:** [accel@sau.edu](mailto:accel@sau.edu); [www.sau.edu/ACCEL](http://www.sau.edu/ACCEL)

### **Finance**

#### **Procedures for Financial Aid and Scholarship Applicants**

Students can obtain full information and applications for financial aid (scholarships, loans, grants and work-study programs) from the Financial Aid Office, [www.sau.edu/FinancialAid](http://www.sau.edu/FinancialAid).

To be considered for financial aid, students must complete a Free Application for Federal Student Aid and send it for processing. These forms are available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

For Iowa residents, this information will be released to the Iowa College Student Aid Commission and should reach the processor prior to July 1. Only students who submit this form on time are considered for Iowa Tuition Grant. Iowa Tuition Grant is free money from the State of Iowa that does not have to be

paid back. For more information about the Iowa Tuition Grant, please see [www.iowacollegeaid.gov](http://www.iowacollegeaid.gov).

Need must be established by completing the FAFSA form for all institutional, federal, and state funds such as loans, grants, and work-study programs. This form must be completed **each year** for possible renewal of need based funds.

### Satisfactory Academic Progress

In order for students to receive financial aid, they must maintain Satisfactory Academic Progress (SAP) towards a degree.

Students are required to complete 67% of the credit hours attempted, as well as to maintain a minimum GPA as listed in the table below:

Hours Earned	Cumulative GPA
0-15	1.70
16-30	1.80
31-45	1.90
46-120	2.0

Graduate students must maintain a 3.0 GPA. The exception for graduate work holds that a GPA of 2.8–2.99 shall be deemed satisfactory progress provided the GPA is raised to 3.0 after no more than two consecutive semesters.

\*Note – academic scholarships require a minimum GPA of 2.0 at all times and premier academic scholarships (Ambrose, Trustees, Honors, and Presidential scholars) require a minimum GPA of 3.25 at all times

If a student fails to maintain SAP, he/she will be given a ‘warning’ and allowed to receive financial aid for one term immediately following the term in question. If, by the end of the ‘warning’ period, the student is still not meeting SAP, financial aid will be suspended for future terms, including summer term.

A student may appeal the financial aid suspension by submitting a letter to the SAP Appeals Committee, which is within the Financial Aid Department. (More details of the submittal process are supplied to a student when a suspension is applied.) The letter must include an explanation as to why Satisfactory Progress was not maintained and what has changed that will allow the student to make SAP at the next evaluation at the end of the upcoming term. The situation must be documentable, such as illness, death in the family, etc.

The SAP Appeals Committee will approve an appeal if it is determined that the student will be able to make SAP standards by the end of the next term OR the student will be placed on an Academic Plan that will ensure the ability to meet SAP standards by a specific point in time which will be determined on a case by case basis. An Academic Plan will involve an Academic Advisor and working with the Student Success Center.

If an appeal is approved and the student still does not make SAP by the end of the term or Academic Plan period, whichever the case may be, the student’s financial aid will be suspended. At that time, the student may appeal in person to the SAP Appeals Committee. Further eligibility for financial aid will be determined at that time.

A complete listing of all requirements is contained in the Terms of Satisfactory Progress and is available in the Financial

Aid Office and online at [www.sau.edu/FinancialAid](http://www.sau.edu/FinancialAid).

International students are not eligible for federal or state funding unless they meet certain conditions established by the United States Department of Homeland Security. These conditions are available on the web at [www.sau.edu/FinancialAid](http://www.sau.edu/FinancialAid).

A detailed policy statement on financial aid is also available on the web. Specific information is available in the Financial Aid Office and on the web on the following institutional programs.

## Scholarships

### General

Scholarships are awarded for students with general and special abilities. These are given on the basis of academic achievement, need, and talent.

Students must maintain satisfactory progress to remain eligible for any financial aid awards.

### Requirements

To receive scholarship money, students need to be enrolled in an undergraduate program on a full-time basis (minimum of 12 semester credits). The scholarship for first year students may be renewed for a maximum of four years. For transfer students, attendance at prior schools is counted in the four year eligibility. To renew the scholarship, students need to meet all of the established financial aid policies, as found at [www.sau.edu/FinancialAid](http://www.sau.edu/FinancialAid).

Students are encouraged to apply for all other types of financial assistance by completing the FAFSA form.

## Loans

Students may be eligible for a student loan assigned from the following sources:

### Federal Direct Stafford Loans

Most students who are at least half time and eligible for financial aid may borrow a Federal Direct Stafford Subsidized or Unsubsidized Loan. To apply, they must have completed the FAFSA form and complete the Master Promissory Note and Loan Entrance Counseling found at [www.studentloans.gov](http://www.studentloans.gov).

### Federal Direct Plus Loan

A loan made available to parents to help pay college expenses for dependent students. This loan is guaranteed by the Dept. of Education and has a fixed rate of 7.9%. Loan may be deferred for up to 48 months. To apply, parents should go to [www.studentloans.gov](http://www.studentloans.gov).

Students who need loan money to pay other education related expenses should be aware of the time factor involved in the receipt of funds. It is imperative to file for financial aid and send all needed documents in a timely manner. For more information

or to apply, please go to [www.sau.edu/FinancialAid](http://www.sau.edu/FinancialAid).

### **Perkins Loans**

The availability of the loan is dependent upon federal legislation and available funds, and are awarded to undergraduate, Pell eligible students as priority.

## **Grants**

### **Alumni**

Persons who have earned an undergraduate or a graduate degree from St. Ambrose University will be entitled to a 50 percent tuition discount on undergraduate courses for which they register three or more years after the completion of their earliest St. Ambrose degree. The application for this discount is available in the Financial Aid Office.

Persons who have earned a graduate degree from St. Ambrose will be entitled to a one-third tuition discount on graduate courses in their original graduate degree program and they may enroll any time after the completion of their graduate degree. The application for this discount is available from the graduate degree program director and must be completed by the student and graduate degree program director.

This discount may not be applied to the tuition for graduate courses by alumni whose previous degree was at the undergraduate level.

Students are not eligible if they are receiving any other form of tuition assistance (i.e. state, federal, employer assistance).

### **Institutional Grants**

Certain institutional grants are available to those students demonstrating financial need who do not have sufficient sources of other funds to cover that need. All applicants are considered for these grants automatically. Eligibility is determined by the FAFSA.

### **Iowa Tuition Grant Program**

Qualified undergraduate Iowa students may receive financial assistance for attendance at a private Iowa college. The amount of the grant depends upon enrollment status and state budget. Students must file a FAFSA to be considered for eligibility by July 1.

### **Supplement Educational Opportunity Grant**

This federal aid program is available to students showing exceptional financial need. Funds are limited and are awarded first to full need Pell Grant students.

### **Pell Grant Program**

This government-financed program aids students with high financial need. Eligibility is determined by the FAFSA.

### **Work-Study Program**

This government program provides another source of funds to assist students in obtaining their college education. The program is based on need and eligibility is determined by the FAFSA.

## **University Employment**

St. Ambrose has a number of opportunities for part-time employment in the University to supplement students' financial assistance program. Jobs also are available in the community through the Career Center.

## **Withdrawing from the University**

Important considerations before dropping a class or withdrawing from school:

- Students should consider consulting with an advisor or counselor.
- Students should consider a possible reduction of financial aid.

To initiate the withdrawal process, a student must contact the Records and Registration office and complete the Official Withdraw form.

Student refunds are computed by using:

1. The date the Records and Registration Office receives a formal drop form from the student or
2. The date the Records and Registration Office receives a phone call from the student requesting a drop.

Students who do not go through the "official" withdrawal process (i.e. leave campus without filing withdrawal papers, or fail to earn any passing grades in their registered courses) will be deemed to have attended through the mid-point in the semester unless the last date of attendance at an academically related activity can be documented. They will have their charges and financial aid adjusted accordingly.

## **Return of Title IV Aid Refund Policy**

The law specifies how St. Ambrose must determine the amount of student financial aid program assistance that you earn if you withdraw. The law requires that when you withdraw during a payment period, the amount of student Financial Aid program assistance that you have earned up to that point is determined by a specific formula. If you received (or St. Ambrose University received on your behalf) less assistance than the amount that you earned, you will be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned.

The amount of assistance that you have earned is determined on a prorated basis. That is, if you complete 10 percent of the payment period, you earn 10 percent of the assistance you were originally scheduled to receive. Once you have completed more than 60 percent of the payment period, you earn all of your assistance. If a student has earned more than the 60 percent, then no return of funds is necessary.

If you received excess funds that must be returned, St. Ambrose University must return a portion of the excess equal to the lesser of:

- Your institution charges multiplied by the unearned percentage of your funds, or
- The entire amount of the excess funds.

St. Ambrose University is required to return all of the excess funds; you must return the remaining amount. Any loan funds that you must return, you (or your parent for a Plus Loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time.

If you are responsible for returning grant funds, the law provides that you are required to return 50 percent of the grant assistance that you receive. Any amount that you do have to return is a grant overpayment, and you must make arrangements with St. Ambrose University or the Department of Education to return the funds.

### **Example of an Official Withdrawal**

Joe Student had to withdraw during the semester due to personal reasons. Joe had been awarded and credited to his student account, a Pell Grant for \$998, FSEOG for \$250 and a subsidized loan for \$1261. Joe completed only 11 days of the semester or 10 percent of the payment period. Joe was assessed \$951 in tuition and fees.

#### Amount and Order of Return

The school must return the lesser of:

- The unearned amount of the financial aid; or
- An amount equal to the student's total institutional charges for the period multiplied by the unearned percentage (Example:  $\$951 \times 90\% = \$855.90$ )

Amount the student returns:

- The student must return the unearned amount of Title IV assistance minus any funds the school has returned (Example:  $\$1261 - \$855.90 = \$405.10$ ). In effect, a student whose financial aid exceeded institutional charges will have to return funds. However, if the amount the student is required to repay is to a grant program, the student is required to only pay half of the amount.

In this example, both SAU and Joe will return loan proceeds. After initiating the withdrawal process, it was determined that \$855.90 of the loan proceeds were to be returned by SAU and \$405.10 of the loan proceeds returned to the loan program by Joe, in accordance with the terms of the promissory note.

Based upon the calculation, the Pell Grant amount to be returned was \$997.10; however, because the Pell is to be repaid by the student, only 50% or \$498.55 must be repaid. ( $\$997.10 \times 50\% = 498.55$ ) In this case, no FSEOG funds are returned as the loan and Pell repayments cover the excess award. Joe is now in a Pell Grant overpayment situation.

### **Title IV Grant Overpayment**

If you have a grant overpayment, you will remain eligible for Title IV aid up to 45 days after you have notified of the overpayment. You may correct the overpayment situation by repaying the overpayment in full to the institution or arranging to make satisfactory repayments to the institution or with the Department of Education.

### **Post Withdrawal Disbursement**

St. Ambrose may credit a student's account for institutional charges, but the university must seek the student's permission (in writing) within 30 days of the withdrawal to do so. Please contact the Financial Aid Office for additional information concerning the Return of Title IV Aid.

### **Expenses**

The following expenses are for the 2013-14 academic year. Charges are listed on a per semester basis. Payment of the charges, or financial arrangements for payment, is necessary two weeks before the semester begins. Tuition charges are standardized, and students will have no additional fees except those listed under special expenses. Fees are subject to change.

#### **Tuition**

These rates are for the 2013-14 academic year.

#### **Undergraduate**

Part-time: 1–11 semester credits, per semester credit: \$820

Full-time: 12–18 semester credits, per year: \$26,500

Other: 19 or more semester credits, per semester credit: \$820

ACCEL: per semester credit: \$488

#### **Master's Degrees**

Per semester credit: \$820 (see below for other graduate program tuition rates.)

**Business Administration:** per semester credit: \$785

#### **Occupational Therapy**

MOT One Price Tuition Plan: The One Price Plan ensures that tuition costs remain at one rate throughout the normal three year course of MOT graduate studies—making financial planning easier, and giving students the opportunity to take elective courses at no additional cost, making it easier for them to specialize in selected areas that will enhance their professional education and enrich their lives. The plan includes all tuition and fees, including labs, parking, CPR certification, student group liability insurance and graduation fees. The plan does not cover room and board, books and other materials, clinical education costs, health and accident insurance required for clinical experiences, student membership dues, or cap and gown purchase.

**Organizational Leadership** per semester credit: \$750

**Speech-Language Pathology** per semester credit: \$850

**Doctor of Business Administration** per semester credit: \$930

#### **Board**

These rates are for the 2013-14 academic year. One of five meal plan options is required of all resident students per semester:

19 meal plan + \$100 flex spending: \$2,000

14 meal plan + \$100 flex spending: \$1,850

10 meal plan + \$100 flex spending: \$1,680



7 meal plan + \$100 flex spending: \$1,380 (only available to preferred housing)

Flex 160 + \$100 flex spending: \$1,930

### Room

These rates are for 2013-14 academic year. Room charges are listed on a per semester basis.

### Traditional Hall

- Cosgrove and Hayes double room, Davis double/single room per student: \$2,400
- Rohlman, Bechtel, Franklin, North Hall, double room, per student: \$2,745
- Bechtel, Cosgrove, Franklin, Rohlman single room (only if available): \$3,060

### Preferred Housing

- McCarthy Hall, Tiedemann, Townhouses double room, each student: \$3,170
- House double room, each student: \$3,070
- Tiedemann, Townhouses, House, McCarthy Hall single (only if available): \$3,665
- Hagen single room: \$3,445
- North Hall single room: \$3,290

Room assignments are subject to contractual arrangements through the Residence Life Office. SAU reserves the right to move any student on campus whenever the student or the university will be better served by such a change.

**Damage Deposit:** \$250

### Special Expenses

- ACCEL drop fee per course: \$20–50 (determined by drop date)
- Application Fee\*: \$25 (must accompany admission application, not applied toward tuition, non-refundable)
- Assessment of prior experiential learning through individually designed methods
  - Fee for portfolio submission: \$180
  - Fee per credit awarded: \$30
- College-Level Examination
  - Fee per credit awarded: \$20
- DPT Admission Fees
  - Acceptance fee: \$200
- Graduation Fee: \$35
- Late Payment Fees: Varies
- Printing Fee, full time, per semester: \$25
- Printing Fee, part time, per semester: \$15
- Matriculation Registration Fee
  - Graduate Student: \$10
  - Undergraduate Student\*: \$75 (payable once at time of first registration)
- MBA Competency Examination Fee: \$100
- Motor Vehicle Registration, per year
  - ACCEL : \$20
  - All other students: \$60
- Orientation Fee: \$75

- Retired Learner Audit Fee : \$50
  - Per class (limit 2 per semester)
- Special Examination Fee
  - Each credit awarded: \$30
  - Each examination taken: \$60
- Technology Fee, full time, per semester: \$120
- Technology Fee, part time, per semester: \$60
- Tuition Deposit\*: \$100 (non-refundable tuition deposit is required after admission to the university)

\* Fees marked with asterisk do not apply to ACCEL students

### Course Fees (Per Semester, Per Course)

Accounting 312: \$25  
Art 203, 207, 306, 330, 331, 340, 342, 411, 430, 431: \$20  
Art 208, 307, 335: \$40  
Art 205, 210, 231, 232, 310, 410: \$50  
Art 303, 304: \$55  
Art 233,234, 303, 304, 360, 361: \$60  
Art 220, 337, 338: \$80  
Astronomy 201: \$30  
Biology 101, 199, 200, 211, 221, 231, 241, 251, 301, 302, 303, 304, 307, 314: \$30  
Biology 202, 204: \$35  
Biology 323 (fee may be assessed depending on subject): Varies  
Biology 330: \$50  
Biology 550: \$500  
Chemistry 103, 105, 106, 209, 210, 301, 303, 313, 314, 320, 321, 333, 428, 429: \$30  
Communication 225: \$25  
Doctor of Physical Therapy 500: \$150  
Doctor of Physical Therapy 530, 570, 630, 760: \$75  
Doctor of Physical Therapy 540: \$25  
Doctor of Physical Therapy 550, 640, 782: \$100  
Doctor of Physical Therapy 800, 810, 820, 830: \$20  
Education 205, 207: \$88  
Education 208: \$95  
Education 308: \$25  
Education 403, 440, 441, 442: \$40  
Education 409, 419, 430, 432, 433, 434: \$85  
Industrial Engineering 110, 300, 351, 375: \$15  
Kinesiology 205: \$30  
Kinesiology 206: \$35  
Kinesiology 210: \$35  
Kinesiology 390: \$25  
Marketing 330: \$15  
Master of Business Administration 605: \$45  
MBA 690: \$450  
Master of Education 700: \$40  
Master of Physician Assistant Studies 665: \$575  
Master of Science in Speech-Language Pathology 750: \$85  
Mathematics 191, 192: \$25  
Mechanical Engineering 310, 315, 351, 405, 410, 412, 415, 490: \$75  
Music 235, 236, 237, 238, 239, 240: \$30  
Music 104, 105, 106: \$75  
Music 103, 203, 303, 403: \$219  
Subsequent one-half hour private instruction lessons in a second instrument or voice during the same semester: \$159

Natural Science 105, 202: \$30  
Nursing 315: \$325  
Nursing 320: \$320  
Nursing 365, 415, 475: \$ 205  
Nursing 370, 425: \$50  
Physics 203, 204, 251, 253, 306, 329: \$30  
Psychology 403: \$15  
Statistics 213: \$25  
STBE 237: \$25  
Web-based courses (online), per credit: \$25

## Refunds

### Tuition Refunds

Students are obligated for the full amount of tuition for courses for which they are registered, subject to the refund schedule. Exact refund dates for each term are located in the campus Academic Calendar.

- You will have 10 days to make changes to your enrollment without penalty.
- You will be charged 50% of tuition through the 20<sup>th</sup> day if you drop below 12 credit hours (fulltime); or, if you are already a part-time student and you drop below your original enrolled credits. If you receive financial aid of any kind, your package will be re-evaluated and possibly adjusted to reflect your new enrollment status. Any changes made after the 20<sup>th</sup> day, will result in a full charge of tuition.
- This rule does not apply to MBA/MOL or ACCEL students. Due to the modular characteristics of these programs, any change could result in adjustment of aid, or a Return of Title IV Withdraw calculation. Please speak with an advisor in your program prior to making any changes to your enrollment to see how it will affect you. For details on the Return of Title IV Refund Policy, please see the Procedures for Financial Aid Applicants section.
- This rule does not apply if you fully withdraw from the university. In that case, your tuition will be prorated based on the number of days attended. Again, for details on the Return of Title IV Refund Policy, please see the Procedures for Financial Aid Applicants section.

### Other Refunds

Upon withdrawing from the University, a refund for room and board will be made on a pro rata basis dating from the day the student has successfully completed the checkout procedure with Student Affairs. Adjustments are made up to the 60% point in the semester. No refund will be given on fees.

### Resident Students

Students from outside the Quad City area (more than 30 miles from campus) are required to live and board on campus. This is determined by the residency of parents or guardian.

Once the application for admission as a student has been accepted, a \$250 deposit is required for room reservation. For students who do not enroll, this deposit, less processing fee, is refundable prior to May 15 or December 15 for Fall and Spring

semesters, respectively. Returning students are required to submit each year either a new contract or a request for refund before May 1. Refunds will be given provided the room is free of damage.

Room reservations are arranged with the Office of Student Services. All rates and room assignments are subject to change if necessary.

The scholastic year begins on registration day in the fall and ends with the last day of spring semester examinations. During this time, there are four vacation periods: Thanksgiving, Christmas, Spring Break and Easter. Students normally leave campus during these vacations. Those who wish to remain at the University through any part of the other vacation periods should notify Residence Life. Students need to make their own arrangements for meals during these break times.

### Retired Learners

Individuals who are retired and 65 years of age or older may take up to two undergraduate courses per semester with only a \$50 registration fee per course. As retired learners, students will have audit status. The University reserves the right to limit class size and to cancel classes in accordance with normal institutional policy. Details are available from the Admissions Office.

## Degree Information

St. Ambrose University offers courses leading to the following degrees:

Bachelor of Applied Management Studies  
Bachelor of Arts  
Bachelor of Business Administration  
Bachelor of Music Education  
Bachelor of Science  
Bachelor of Science in Industrial Engineering  
Bachelor of Science in Mechanical Engineering  
Bachelor of Science in Nursing  
Bachelor of Special Studies  
Master of Accounting  
Master of Business Administration  
Master of Criminal Justice  
Master of Education in Educational Administration  
Master of Education in Teaching  
Master of Finance  
Master of Organizational Leadership  
Master of Occupational Therapy  
Master of Pastoral Theology  
Master of Physician Assistant Studies  
Master of Science in Information Technology Management  
Master of Science in Speech-Language Pathology  
Master of Social Work  
Doctor of Business Administration  
Doctor of Physical Therapy

Students must meet the general degree requirements and the requirements of a major as stated in the catalog at the time of their admission or in the catalog for the year in which they graduate.

## Degree Requirements

### Bachelor of Arts Degree Requirements

In order to earn a Bachelor of Arts degree from St. Ambrose University with 120 semester credits, students need to:

1. Complete the requirements for a major as described in the catalog. Courses in the major department and courses in other departments required for the major may be used to meet general degree requirements where applicable.
2. Complete—any required developmental courses in Mathematics, English, and Reading (MATH 099, ENGL 100, and LS 100). Courses numbered below the 100 level do not count toward the 120 semester credits required for graduation. These courses may be used to fulfill athletic and financial aid eligibility for the semester in which they are taken. General Education requirements at SAU, described in sections noted below, are organized into “Fundamental Skills and Knowledge”, “Liberal Arts Perspectives”, “Catholic Intellectual Tradition” and “Integrated Learning” requirements.
3. General Education Skills requirements: Each student needs to demonstrate competency in six areas of basic college-level skills, including Oral Communication, Written Communication, Research, Quantitative Reasoning and Information Technology, Health and Fitness, and Second Language, as outlined below. Students who believe that they already have met one or more of these proficiencies are eligible to attempt to place out of individual skills requirements stated below. For such students, information describing alternate means of demonstrating these proficiencies may be obtained from the Office of Records and Registration.

### Fundamental Skills and Knowledge

Students are strongly encouraged to complete the following requirements *by the end of their first year at St. Ambrose*. First-year students should consider learning communities, which include many of these and add an integrated learning dimension.

### Proficiency in Oral Communication Skills may be demonstrated:

- By passing with a grade of C or better, one of the following: COMM 129: Public Speaking; COMM 132: Survey of Human Communication; COMM 203: Interpersonal Communication; COMM 228: Argumentation and Debate; or COMM 329: Business and Professional Speaking.

### Proficiency in Written Communication may be demonstrated:

- By passing ENGL 101: English Composition with a grade of C or above, or
- By earning three semester credits in English Composition through the College Level Examination Program (CLEP) test “College Composition”

### Proficiency in Research may be demonstrated:

- By passing IL 101: Information Literacy.

### Proficiency in Quantitative Reasoning and Information Technology Skills may be demonstrated:

- By passing, with a grade of C or better, MATH 131: Thinking Mathematically, STBE 137: Quantitative Reasoning in Business, CSCI 281: Discrete Structures, MATH 171: Elementary Functions, or any higher numbered course offered by the Mathematics Department, or STAT 213: Applied Statistical Reasoning for the Sciences, or
- By earning college-level math credit through CLEP or AP tests, or
- Through high school coursework and math ACT scores as approved by the Math Department.

### Proficiency in Health and Fitness may be demonstrated by completing both of the following:

- Passing KIN 149: Wellness Concepts, and
- Passing one activity course or KIN 206: First Aid; KIN 200: Intermediate Swimming; or KIN 262: Varsity Sport.

### Proficiency in Second Language may be demonstrated:

- Completing three (3) years (or more) of study of the same foreign language in high school, or
- Successfully complete two (2) semesters of the same beginning language (101 and 102) at SAU or transfer equivalent credit from another college or university, or
- Earn a minimum of 6 credit hours on the CLEP Test in a foreign language, or
- Achieve a score on the approved Modern Language placement test for placement in 201 or above.

### Liberal Arts Perspective

- Complete two Humanities group courses from two different departments.
- Complete one Creative Arts group course, or one year of the same musical ensemble or same musical instrument
- Complete one Social Science group course
- Complete one Natural Science group course

### Catholic Intellectual Tradition

- Complete one Philosophy course from among PHIL 101, 201, 207, 208, 210, and 217
- Complete one Theology course from among THEO 101, 102, 103, 107, 110, 120, 130, 132, 160, and 250.
- Complete two additional approved courses in Philosophy, Theology, Justice and Peace, or Catholic Studies with at least one course taken at the 300 level.

### Integrated Learning

Since most credits may be counted towards the completion of general education requirements, *students are strongly encouraged to design an SIC or select an interdisciplinary minor by the end of their first semester at St. Ambrose*. Consult your advisor and the Director of General Education for details. Students transferring in with completed Associates in Arts or

Associates in Science are exempt from this requirement.

- ***Signature Integration Concentration Option***

Complete at least 12 credits from at least three academic departments; at least 3 credits at 300+ level; experiential learning may substitute for 3 credits; capstone element; up to 6 completed credits may be applied to SIC.

**OR**

- ***Interdisciplinary Minor Option***

Complete an Interdisciplinary Minor from the following options: Catholic Studies, Classical Studies, Environmental Studies, German Studies, Justice & Peace Studies, Leadership, Pre-Law Studies, or Women and Gender Studies. You also may design an individualized interdisciplinary minor. Please contact the Registrar or the director of General Education for further information.

**OR**

- ***Second Major Option***

Complete a second major in Economics, or in any department of the College of Arts and Sciences.

**OR**

- ***Honors Program Option***

Complete Honors Program Level I: HON 101, 102, 112, 201, 301; SVLN 201. By invitation only.

For above requirements all general education approved courses are noted in this section of the catalog, on the website at [www.sau.edu](http://www.sau.edu), and available in the Office of Records and Registration.

4. Meet the following requirements for the degree in addition to completing the minimum number of semester credits:

- Students must earn a cumulative grade-point average of at least 2.0 in all semester credits attempted toward a bachelor's degree and in all semester credits attempted at St. Ambrose. Students also must earn a cumulative grade-point average of at least 2.0 in all courses required for the major unless a higher grade-point average is specified for that major.
- At least 30 semester credits are to be in courses at the 300 level or above.
- Writing Intensive Requirement: In 1987, St. Ambrose instituted a Writing-Across-the-Curriculum Program to help foster in students a deeper level of learning in the classroom and a strengthening of writing skills regardless of their major(s). After passing ENGL 101 with a C or better, the student must pass, with a C or better, two writing intensive (WI) courses. One can be at any level in any department, and one must be at the 300 or 400 level in the declared major. A student pursuing a double major must complete a 300 level WI course in each major with a C or better. This would satisfy the two required WI courses. A WI next to the course code in the catalog identifies a writing intensive course. Courses from accredited two- or four-year institutions designated writing intensive on transcript or in catalog description will transfer to St. Ambrose. However, two-year college courses cannot be used to meet the WI requirement for a 300- or 400-

level course. Appeals can be prepared with the major department and forwarded to the Director of Writing.

5. Complete the minimum of 120 semester credits according to the following requirements:

- For transfer students, no more than 64 semester credits from two year institutions may count toward the 120 semester credits required for the degree. Exceptions may be approved by the Board of Studies on an individual basis. The final 30 semester credits or 45 of the last 60 semester credits are to be earned at St. Ambrose.
- No more than 42 semester credits earned in any one department may be counted toward the 120 semester credits required for the degree (except for the following: 45 credits in chemistry; 54 credits in art, communication, criminal justice, economics, languages and theatre; 55 credits in physical education; 57 credits in elementary education, 60 credits math and computer science.)
- No more than six semester credits in Physical Education and no more than four semester credits of Varsity Athletics, may be applied toward the 120 semester credits required for a degree. This restriction applies to all students except those majoring or minoring in Physical Education or those who receive the Coaching Endorsement.

***NOTE: The requirement to demonstrate proficiency in Research, and the Writing Intensive requirement described in the preceding Bachelor of Arts degree section also are required for the Bachelor of Applied Management Studies, Bachelor of Business Administration, Bachelor of Elected Studies, Bachelor of Music Education, Bachelor of Science in Industrial Engineering, Bachelor of Science in Mechanical Engineering, Bachelor of Science, and Bachelor of Special Studies.***

### **Bachelor of Science Degree Requirements**

In order to earn a Bachelor of Science Degree from St. Ambrose University with 120 semester credits, students need to:

1. Complete a major in Biology, Chemistry, Computer Science, Mathematics, or Psychology. Courses in the major department and in other departments required for the major may also be used to meet general degree requirements where applicable.
2. Complete requirements two through five as stated in the Bachelor of Arts Degree requirements in this section of the catalog.

### **Bachelor of Science in Industrial Engineering Degree Requirements**

In order to earn a Bachelor of Science in Industrial Engineering Degree from St. Ambrose University with 130 semester credits, students need to:

1. Complete the requirements for a Bachelor of Science in Industrial Engineering Degree as described in the Industrial Engineering Department section. Courses in the major and in other departments required for the major also may be

used to meet general degree requirements where applicable.

2. Complete requirements two through five as stated in the Bachelor of Arts Degree requirements in this section of the catalog.

### **Bachelor of Science in Mechanical Engineering Degree Requirements**

In order to earn a Bachelor of Science in Mechanical Engineering Degree from St. Ambrose University with 130 semester credits, students need to:

1. Complete the requirements for a Bachelor of Science in Mechanical Engineering Degree as described in the Mechanical Engineering Department section. Courses in the major and in other departments required for the major also may be used to meet general degree requirements where applicable.
2. Complete requirements two through five as stated in the Bachelor of Arts Degree requirements in this section of the catalog.

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

In order to earn a Bachelor of Science in Nursing Degree from St. Ambrose University with 124 semester credits, students need to:

1. Complete the requirements for a Bachelor of Science in Nursing Degree as described in the Nursing Department section. Courses in the major and in other departments required for the major also may be used to meet general degree requirements where applicable.
2. Complete requirements two through five as stated in the Bachelor of Arts Degree requirements in this section of the catalog.

### **Bachelor of Music Education Degree Requirements**

In order to earn a Bachelor of Music Education Degree from St. Ambrose University with 136 semester credits, students need to:

1. Complete the requirements for a Bachelor of Music Education Degree as described in the Music Department section. Courses in the major and in other departments required for the major also may be used to meet general degree requirements where applicable.
2. Complete requirements two through five as stated in the Bachelor of Arts Degree requirements in this section of the catalog.

### **Bachelor of Applied Management Studies Degree**

The Bachelor of Applied Management Studies degree program is designed to build on a two-year Associate of Applied Science (AAS) degree. Students with an AAS degree will have completed a specialized technical, vocational or professional study program and may now add general education and applied management studies to earn a baccalaureate degree.

For complete degree requirements see “Applied Management Studies” in the Undergraduate Programs section.

This degree is available in the traditional and accelerated formats.

### **Bachelor of Business Administration Degree**

The Bachelor of Business Administration provides a broad foundation in liberal arts and sciences and introduces students to a wide variety of business areas. This degree is open to mature, adult students who have at least three years of work experience and is only offered through the St. Ambrose University ACCEL program. In order to earn a Bachelor of Business Administration Degree from St. Ambrose University with 120 semester credits, students need to:

1. Complete the requirements for a Bachelor of Business Administration Degree as described in the Business Administration Department section. Courses in the major and in other departments required for the major also may be used to meet general degree requirements where applicable.
2. Complete requirements two through five as stated in the Bachelor of Arts Degree requirements with the exception of the Second Language requirement. BBA students will be asked to complete one foreign language or multicultural course.

### **Bachelor of Special Studies Degree**

St. Ambrose offers registered nurses and allied health professionals a program leading to a Bachelor of Special Studies.

For complete degree requirements see “Special Studies” in the Undergraduate Programs section. This degree is available in the traditional and accelerated formats.

### **Double Degrees Policy**

A student can earn a double degree (e.g., BA vs. BS, BA vs. BED) only when the degrees are earned in different disciplines. A student whose first degree was earned from St. Ambrose University or another accredited college or university, must complete all requirements for the new degree with a minimum of 30 credits earned beyond those applied towards the previous degree (see residency rule).

### **Exceptions to Degree Requirements**

Exceptions to the degree requirements may be granted only by the Board of Studies. Requests for such exceptions should be made in writing and forwarded to the Board through the Records and Registration Office. Petition forms for waivers of general degree requirements are available in the Records and Registration Office. The Board of Studies meets monthly during the academic year and as necessary during the summer.

Exceptions to department major requirements may be made by the chair of the major department in consultation with the registrar. Such departmental waivers and exceptions must be in writing and copies are maintained in the student’s permanent file.

### **Courses that Meet the General Education Requirements of the 2013-2015 Catalog**

All approved courses in General Education have been allocated to one of four disciplinary groups. Humanities courses are concerned with people, their values and the human experience. Creative Arts courses are concerned with the creation of artistic responses to the human experience. Social

Sciences courses are concerned with the use of quantitative and qualitative methods in studying social and cultural aspects of human experience. Natural and Mathematical Sciences courses are concerned with the use of quantitative methods for studying the natural world.

## Humanities

(all courses are 3 credits unless noted):

AH 120. Topics in Art History  
 AH 130. Introduction to Classical Studies  
 AH 250. Art Through the Ages I  
 AH 251. Art Through the Ages II  
 AH 320. Advanced Topics in Art History  
 AH 323. Greek Art History  
 AH 324. Roman Art History  
 AH 326. Early to Medieval Christian Art & Architecture  
 AH 345. Renaissance Art History  
 AH 346. Baroque & Rococo Art History  
 AH 347. 19<sup>th</sup> Century Art History  
 AH 350. American Art  
 AH 351. Art of the Modern World  
 AH 352. Beyond the Western World  
 AH 353. Russian Art  
 AH 354. Contemporary Art  
 AH 355. History of Graphic Design  
 AH 357. History of Photography  
 AH 451. Capstone Research Experience  
 ART 235. Intermediate Topics in Art  
 CSM 101. Introduction to Classical Studies  
 ENGL 120. Literary Topics  
 ENGL 121. Love Lyrics  
 ENGL 122. Vietnam War Literature and Film  
 ENGL 123. Baseball Literature and Film  
 ENGL 124. Disabilities Literature  
 ENGL 125. Holocaust Literature  
 ENGL 201. British Literature I  
 ENGL 202. British Literature II  
 ENGL 210. American Literature I  
 ENGL 211. American Literature II  
 ENGL 220. African-American Literature  
 ENGL 221. Canadian Literature  
 ENGL 222. Women's Literature  
 ENGL 223. Minority Voices  
 ENGL 240. Fictions into Film  
 ENGL 242. Science Fiction  
 ENGL 243. Irish Literature  
 ENGL 246. Literature of Place  
 ENGL 302. Medieval Literature  
 ENGL 303. Shakespeare  
 ENGL 304. Renaissance Literature  
 ENGL 306. Restoration and 18<sup>th</sup> Century Literature  
 ENGL 307. Romanticism  
 ENGL 309. Victorian Literature  
 ENGL 310. Nineteenth-Century Fiction  
 ENGL 341. American Poetry  
 ENGL 343. American Realism and Naturalism  
 ENGL 344. Modernism  
 ENGL 345. Twentieth-Century Fiction  
 ENGL 346. Contemporary American Fiction  
 ENGL 347. The Beats  
 ENGL 348. Postmodernism  
 ENGL 360. Advanced Literature Topics  
 ENGL 370. Literature of Hinduism  
 ENVS 201. Intro to Environmental Studies  
 FREN 202. Fourth Semester French  
 FREN 301. Advanced French I  
 FREN 303. Social Issues in French-Speaking World  
 FREN 304. French and Francophone Cinema  
 GS 202. Fourth Semester German  
 GS 301. Advanced German I  
 GS 302. Advanced German II  
 GS 303. German Short Story  
 GS 304. German Film  
 HIST 100-103. History Matters  
 HIST 201. United States to 1877  
 HIST 202. United States History Since 1877  
 HIST 210. The Atlantic System  
 HIST 211. Asia  
 HIST 212. Modern Africa  
 HIST 213. Latin America  
 HIST 215. Classical Europe  
 HIST 216. Medieval Europe  
 HIST 217. Modern Europe  
 HIST 250. Intermediate Topics in History  
 HIST 306. Colonial America  
 HIST 307. Revolutionary America: 1763-1815  
 HIST 308. Jacksonian America: 1815-1850  
 HIST 309. Civil War and Reconstruction: 1840-1877  
 HIST 310. Gilded Age and Progressive Era: 1877-1920  
 HIST 311. United States: 1917-1945  
 HIST 312. United States since 1945  
 HIST 317. The Vietnam Wars  
 HIST 318. American Women: Topics  
 HIST 319. African American Experience: Topics  
 HIST 320. European Topics: Christianity & Culture, Early & Medieval  
 HIST 321. Ancient Greece  
 HIST 322. Rome  
 HIST 323. Medieval Ireland: Sinners and Saints  
 HIST 324. Medieval Britain  
 HIST 325. Renaissance  
 HIST 326. European Reformations  
 HIST 330. American Immigration  
 HIST 336. The Irish in America  
 HIST 337. Northern Ireland  
 HIST 338. Modern Ireland  
 HIST 339. The British Empire  
 HIST 340. Modern Britain: 1603-present  
 HIST 341. 18<sup>th</sup> Century Europe  
 HIST 342. 19<sup>th</sup> Century Europe  
 HIST 343. 20<sup>th</sup> Century Europe and the World  
 HIST 344. Spanish Civil War, Franco  
 HIST 345. European Topics: Life, Liberty & Leviathan  
 HIST 346. European Topics: Books & Barricades: Revolutionary Political Theory  
 HIST 350. Advanced Topics in History  
 IS 101. Cultures of the World  
 IS 201. Selected Works of French Literature in Translation

IS 204. Selected Works of Hispanic Literature in Translation  
 IS 210. Selected Topics in Culture and Civilization  
 LAT 101. First Semester Latin  
 MUS 101. Basic Musicianship  
 MUS 110. Music Orientation  
 MUS 114. Irish Music in the World  
 MUS 115. Music in Culture  
 MUS 116. Topics in Music Culture  
 MUS 120. Jazz Appreciation  
 MUS 130. History of Rock & Roll  
 MUS 309. Music in Liturgy  
 SPAN 202. Readings in Spanish  
 SPAN 311. Advanced Spanish Grammar  
 SPAN 313. Writing in Spanish  
 SPAN 314. Introduction to Hispanic Cultural Studies  
 THTR 202. Survey of Theatre  
 THTR 210. Survey of American Film  
 THTR 218. Introduction to Script Analysis  
 THTR 304. Theatre History I: to 1642  
 THTR 305. Theatre History II: 1642 to present  
 THTR 315. Survey of Classic Dramatic Literature  
 THTR 316. Survey of Current Dramatic Literature  
 THTR 321. Topics in Theatre with General Education Status  
 THTR 385. Theatre in London and the UK  
 WGS 201. Women's Studies: A Cross-Cultural Introduction  
 WGS 210. U.S. Latina Lit & Culture  
 WGS 310. Topics in Women's Studies  
 WGS 315. Latin American Women's Issues  
 WGS 320. Women in Irish Film  
 WGS 340. Women and Madness

### **Creative Arts**

(all courses are 3 credits unless noted):

ART 100. Drawing Introduction  
 ART 135. Introductory Topics in Creative Arts  
 ART 200. Calligraphy for non-majors  
 ART 201. Studio Fundamentals: Painting  
 ART 203. Studio Fundamentals: 2D Design  
 ART 207. Studio Fundamentals: Drawing  
 ART 208. Studio Fundamentals: 3D Design  
 ART 220. Introduction to Printmaking  
 ART 231. Photography I - Digital for non-majors  
 ART 232. Photography I - Digital for majors  
 ART 233. Photography I - Film  
 ART 234. Photography II  
 ART 303. Figure Composition and Anatomy  
 ART 304. Figure Drawing  
 ART 331. Painting II  
 ENGL 199. Creative Forms  
 ENGL 317. Creative Writing Workshop  
 ENGL 319. Writing About Place  
 ENGL 321. Memoir Writing  
 ENGL 415. Advanced Poetry Workshop  
 ENGL 418. Advanced Fiction Workshop  
 KIN 211. Beginning Modern Dance (2 cr)  
 KIN 212. Beginning Jazz Dance (2 cr)  
 KIN 213. Beginning Ballet (2 cr)  
 KIN 218. Irish Social Dancing (2 cr)  
 KIN 301. Square, Folk and Social Dance (2 cr)

MUS 102. Beginning Guitar Class (1 cr)  
 MUS 103. Applied Music (1 cr)  
 MUS 104. Beginning Piano Class (1 cr)  
 MUS 105. Piano Class II (1 cr)  
 MUS 106. Beginning Voice Class (1 cr)  
 MUS 111. University Chorale (0-1 cr)  
 MUS 117. Symphonic Band (0-1 cr)  
 MUS 118. Jazz Ensemble/ Combos (0-1 cr)  
 MUS 119. SAU Community Symphony Orchestra (0-1 cr)  
 MUS 121-127. Ensemble (0-1 cr)  
 MUS 150. Composition Class  
 MUS 203. Applied Music (voice or instrument) (1-2 cr)  
 MUS 303. Advanced Applied Music (1-2 cr)  
 MUS 311. Chamber Singers (0-1 cr)  
 MUS 313. STAMVOJA (0-1 cr)  
 THTR 105. Beginning Acting: Voice and Body for Non-Majors  
 THTR 205. Acting for the Theatre  
 THTR 206. Movement for Actors I  
 THTR 207. Movement for Actors II  
 THTR 209. Stagecraft  
 THTR 307. Advanced Acting  
 THTR 390. Practicum in Theatre

### **Natural Sciences**

(all courses are 3 credits unless noted):

ASTR 201. Astronomy  
 ASTR 221. Stellar Astronomy  
 BIOL 101. Principles of Biology (4 cr)  
 BIOL 106. Human Genetics  
 BIOL 109. Environmental Science  
 BIOL 112. Humans and Disease (4 cr)  
 BIOL 115. The Biology of Cancer  
 BIOL 120. Forensic Biology (4 cr)  
 BIOL 123. Selected Topics in Biology (2-4 cr)  
 BIOL 199. General Biology I: Foundations of Living Systems  
 (4 cr)  
 CHEM 103. Principles of Chemistry (4 cr)  
 CHEM 104. Chemistry for Engineering Students (4 cr)  
 CHEM 105. General Chemistry I (4 cr)  
 CHEM 120. Chemistry of Art  
 CRJU 120. Survey of Forensic Science (4 cr)  
 GEOG 201. Physical Geography  
 NSCI 105. Introduction to Physical Science (4 cr)  
 NSCI 106. Energy (4 cr)  
 NSCI 202. Earth Science  
 NSCI 205. Physical Geography  
 PHYS 203. College Physics I (4 cr)  
 PHYS 251. General Physics I: Mechanics (4 cr)

### **Social Sciences**

(all courses are 3 credits unless noted):

CRJU 101. Introduction to Criminal Justice  
 CRJU 316. Juvenile Justice  
 ECON 201. Principles of Macro-Economics  
 ECON 202. Principles of Micro-Economics  
 EDUC 284. Child and Adolescent Psychology  
 FNCE 200. Personal Finance  
 GEOG 205. Human Geography  
 INTL 221. Survey of International Business

KIN 335. Sport in Society  
 MGMT 101. Foundations of Business  
 PSCI 101. Government of the United States  
 PSCI 103. Politics in Film  
 PSCI 104. Contemporary Issues in Leadership  
 PSCI 110. Law and Society  
 PSCI 120. Truth, Justice, and Politics  
 PSCI 130. Global Issues  
 PSCI 199/299/399. Special Topics Political Science  
 PSCI 230. Global Terrorism  
 PSCI 232. War and Peace  
 PSCI 301. Campaigns and Elections  
 PSCI 304. United States Constitution and Civil Liberties  
 PSCI 305. Mock Trial (2x for Gen Ed cr) (1 cr)  
 PSCI 309. International Politics  
 PSCI 310. Virtue & Political Leadership  
 PSCI 313. Foreign Policy of the United States  
 PSCI 320. Natural Law, Natural Rights & the Common Good  
 PSCI 330. Topics in Political Philosophy  
 PSYC 105. Introductory to Psychology  
 PSYC 201. Personal Adjustment  
 PSYC 203. Psychology of Gender  
 PSYC 212. Life-Span Developmental Psychology  
 PSYC 375. The Psychology of Laughter, Mirth, and Humor  
 SOC 101. Introduction to Sociology  
 SOC 120. Social Problems  
 SOC 210. Cultural Anthropology  
 SOC 220. Self and Society  
 SOC 230. Introduction to Gerontology  
 SOC 235. Deviant Behavior  
 SOC 250. Environmental Sociology  
 SOC 260. Social Organization  
 SOC 323. Marriage and the Family  
 SOC 325. Sex and Gender  
 SOC 326. Medical Sociology  
 SOC 340. Race and Ethnicity  
 SOC 350. Environmental Justice  
 SOC 356. Sociology of Religion  
 SOC 365. Social Stratification and Inequality  
 SOC 370. Social Change  
 SOC 375. Conflict Resolution

## Academic Information

### Assessment

The primary purposes of assessment are to determine whether St. Ambrose University is currently meeting its goals and objectives for teaching and learning, and to improve the quality of teaching and learning in the future. At times, students will be asked to participate in the assessment process by completing specialized assessment activities. These assessment activities can be completed in a variety of settings (such as the classroom, at home, or at a testing center) as well as in a variety of ways (such as online, paper-and-pencil, in small or large groups) depending upon the activity. All students, regardless of class level or enrollment status, are asked to assist with this important process.

### Policies on Credit by Transfer and by Other Means

If you already have completed some post-secondary studies, your credits will transfer to St. Ambrose University according to the following policies:

As long as you meet the residency requirements, you can earn up to 64 credits at two year colleges. Students may take courses at a two year college regardless of academic standing, e.g., a senior could take a lower level course at a community college. Credits for which a grade of “1.00–1.99” on a 4.00 system was earned may be transferred provided a person has, at the time of transfer, a cumulative grade-point average of at least 2.00 on the 4.00 system at the institution at which any “1.00–1.99” grades were earned.

If you have earned 64 semester credits from a two year college, you may still take additional courses to complete a lower level general education requirement, but the hours will not count toward your degree. Transfer credits to be applied toward General Education must meet the requirements listed in the catalog under General Education Degree Requirements.

If you have graduated from a two-year college with a 2.00 grade average, your Associate in Arts Degree or Associate in Science Degree will be accepted at St. Ambrose University as fulfilling 64 semester credits of baccalaureate requirements, and you will be given Junior status. You are still required to meet degree and residency requirements. The residency requirement is “the last 30 hours or 45 out of the last 60 credits to be taken at SAU.”

A maximum of 90 semester credits from senior colleges, universities, two year colleges, and community colleges combined may be accepted in transfer and be applied to a bachelor’s degree from St. Ambrose University.

Credits from some non-accredited colleges may be transferable in whole or in part, but they are not validated or posted to the permanent record until after the completion of 15 semester credits at St. Ambrose.

Registered nurses who have successfully completed a three-year hospital diploma program ordinarily are awarded 90 semester equivalency credits which are applicable to a Bachelor of Special Studies degree without a major. Those who have completed a two-year hospital diploma program ordinarily are awarded 60 semester equivalency credits applicable to the degree.

Credits attached to courses successfully completed through the United States Armed Forces may be transferable and applicable to a bachelor’s degree at St. Ambrose University.

### Non-Traditional Credit

Students may be able to reduce the amount of time ordinarily required to earn a bachelor’s degree in one or more of the following ways:

1. Achieving sufficiently high scores on examinations through the College-Level Examination Program (CLEP) of the College Board. (For further information, see College-Level Examination Program, in this section.)
2. Obtaining equivalency credits through the Advanced Placement Examinations (AP) of the College Entrance Examination Board.
3. Obtaining equivalency credits through the International Baccalaureate Program (IB).



4. Obtaining equivalency credits through the Cambridge Exam (A-level).
5. Performing satisfactorily on some Subject Standardized Tests of the United States Armed Forces Institute (USAFI) and/or the Defense Activity for Non-Traditional Education Support (DANTES).
6. Receiving recognition for studies completed with certain non-collegiate organizations and companies.
7. Establishing the acquisition of certain Military Occupational Specialties (MOS's), or even having spent some time in military service.
8. Providing the attainment of college-level learning from life and work experience. (For further information, see Prior Experiential Learning in this section.)

Credits earned through nontraditional sources are transcribed as credits earned and are not computed in the grade point average. Nontraditional courses do not replace grades for traditional courses in computing the GPA.

St. Ambrose University permits a maximum of 60 equivalency credits for non-classroom learning to be applied to a degree or the equivalent of 90 semester credits for a combination of classroom and non-classroom learning done elsewhere.

### **Advanced Placement Program (AP)**

Students who have participated in an Advanced Placement program while in high school may be eligible to receive credit based on performance in the AP exams. St. Ambrose will not grant AP credit for coursework without the AP exam. Students should request the College Entrance Examination Board to send their AP score to the Records and Registration office.

### **Cambridge Exam (A-level)**

Students who have participated in a Cambridge Exam (A-level) program may be eligible to receive credit based on performance on the exams. Students should request official scores be sent to the Records and Registration office.

### **College-Level Examination Program (CLEP)**

St. Ambrose University recognizes the five general examinations and most of the subject examinations of the College-Level Examination Program of the College Board.

CLEP credits may be used to fulfill general education and elective requirements. They also may be used to fulfill major requirements with Departmental approval. Credits are not given for introductory courses when there are previously-earned credits for a more advanced course in the same area.

CLEP examinations are administered at St. Ambrose University on a regularly scheduled basis. This schedule is available in the Student Success Center.

### **Military Experience/Training School**

Veterans may receive credit for a physical education credit upon receipt of their DD Form 214. Additional credit may be granted from military training based on departmental review and following recommendation guidelines established by the American Council on Education. A military transcript should be sent to the Records and Registration office to determine the academic credit.

### **Prior Experiential Learning**

St. Ambrose has an established system for assessing and crediting prior experiential learning for students bringing practical knowledge and experience to their studies.

Students demonstrating college-level learning through experience may be able to obtain equivalency credits applicable to a degree. These credits may or may not be transferable to other colleges.

Methods of demonstrating prior experiential learning include portfolio development or special examination by department. For further information about policies and procedures on assessment of prior experiential learning, contact the ACCEL office or visit

[http://www.sau.edu/ACCEL/Admission\\_and\\_Application.html](http://www.sau.edu/ACCEL/Admission_and_Application.html)

### **Classification of Undergraduate Students**

First Year	0 to 29 semester credits
Sophomore	30 to 59 semester credits
Junior	60 to 89 semester credits
Senior	90 semester credits

### **Statement of Major**

At the time of admission to St. Ambrose University, each student is encouraged to indicate a specific area of academic interest. The concentration in an academic subject is the student's major.

Each major has a structured program of courses which provides an in-depth understanding and mastery of the area. These programs are described in the catalog under their programs of study and course descriptions. Students may major in more than one department, and each major is pursued under supervision.

By the end of the sophomore year, students are to file a formal statement of major or majors in the Records and Registration Office. Students wishing to change their stated major or to add another major are to file a new statement reflecting such a change. Forms for the statement are available online at the Records and Registration office website. The statement is to include the approval and the signature of the department chair of each major.

### **Double Majors Policy**

The purpose of a double major is to broaden a student's college education. When declaring more than one major, the student will designate one major as the primary major with the Records and Registration office. This major determines the college within which the student is matriculating and the degree which will be conferred when all graduation requirements for the primary major have been met.

#### **Additional criteria:**

- All admission and retention requirements for each of the declared majors must be met.
- All graduation requirements for each major must be met when completing a double major. This includes prerequisite courses specified by each major.

- There must be at least 15 credits of unique and non-overlapping coursework in each major.
- 
- A student may not pursue more than two majors concurrently without permission from the Registrar.

A Double Major differs from a Double Degree in that the student will only receive one diploma. The official transcript will note the degree with both majors listed.

### Minor

A Minor is defined as a coherent program of study which provides a student with knowledge of and competency in an area outside his/her major. Typically, a minor has less depth than a major, but it does expose the student to the foundational methods and areas of inquiry associated with a given discipline. Minors may be completed to complement, or as an addition to a major. A minor generally consists of 15 to 18 distinct credit hours. The curriculum and associated requirements for a minor are determined by the academic department offering the minor.

An interdisciplinary minor consists of coursework on a theme or issue that is particularly suited for investigation from a variety of disciplinary perspectives. (Examples include Environmental Studies, Justice and Peace, Pre-Law).

A major and a minor may not be taken in the same degree program (e.g., a student majoring in history may not complete a minor in history). A student must complete the requirements for the minor at the same time he/she is completing the bachelor's degree. Minor(s) will not be added retroactively to a student record after the major degree is conferred.

### Concentration

A Concentration is a coherent and specialized course of study within a student's major degree program. The academic department may determine if a given concentration is an optional or required component of the major. A concentration generally includes 12 to 15 credit hours of specialized coursework, an can only be earned as part of a major, not separate from one.

### Certificate

A Certificate is a course of study that provides specialty skills or competencies that lead to employment, post-employment credentialing, sustained employment, advancement or promotion in a recognized occupation. A Certificate can be earned separately from a major.

### Application for Graduation

As candidates for a degree, students are to file in the Records and Registration Office an application for graduation one year before the date they plan to complete the requirements for graduation. In addition, a graduation audit of all records is completed by the Records and Registration Office to make sure students are meeting all graduation requirements.

In addition to completing the steps for application for graduation, students are responsible for determining that they

are meeting all graduation requirements and have no outstanding financial obligation to the University. Even though the University provides an academic check on graduating students, this is done primarily to be sure its graduating students have met the requirements. Advising individual students of their progress is a service provided them and does not relieve them of their responsibility to make certain they are meeting the requirements. Students should check with their academic advisors about the procedures they should follow in this matter as they approach graduation.

Students will be billed for the graduation fee by the Student Account Services Office near the end of the last semester. The fee covers such costs as the graduation audit and diploma.

Students who will complete no more than six semester credits during the interim and summer sessions may apply to go through the May commencement ceremony. These students should contact the Records and Registration Office by March of the graduation year. Enroll in the summer courses and pay the graduation fee by the last week of April.

### Graduation Honors

At graduation, honors are conferred upon students who have maintained the following grade-point averages:

cum laude	3.5
magna cum laude	3.75
summa cum laude	3.9

Generally, graduation honor status is based on the GPA of all courses taken (including transfer courses) prior to the semester in which graduation takes place. Students who have a higher GPA after their final semester, which puts them into the honors category or moves them to a higher level, will have the new category posted to the permanent record and added to their diplomas. Honors will not be removed or lowered if the last semester GPA lowers the cumulative GPA.

Dean's Commendation is an honor for transfer students who come in with 24 or more credit hours who do not qualify for the other honors (laude) with a St. Ambrose GPA of 3.5 or higher.

### Course Numbers

Course numbers have the following meaning:

100-199	Normally are first year courses
200-299	Normally are sophomore courses
300-499	Normally are junior and senior courses
500-900	Normally are graduate courses

### Undergraduate Class Load

The normal undergraduate full-time class load is 15 to 17 semester credits. A student with a class load of 12 semester credits is considered a full-time student, and one with fewer than 12 semester credits is considered a part-time student. All first year students are limited to a maximum of 18 semester credits. An exception may be made for engineering and science students. ACCEL students who wish to enroll in more than nine credits in a semester must submit a "Petition for Overload" form available online. Students on scholastic probation may not register for more than 13 semester credits without approval from their

academic advisor and may not register for more than 15 semester credits without the written approval of the Board of Studies. ACCEL students on academic probation may not take more than one course at a time with no more than nine credits per semester.

Students who wish to register for more than 18 semester credits will need permission from the Board of Studies before registering for the desired extra course. This permission can be granted if students have achieved a grade-point average of 3.0 for the last semester of recorded college work and have an exceptional and satisfactory reason.

Concurrent registration for transfer credits at another institution by full-time students is allowed only if the students have prior approval of the appropriate college dean.

For the summer session, the following criteria are used: During the May interim (three weeks) a class load of three credits is considered full-time. During the regular day or evening session (six weeks), a class load of six credits is considered full-time, and three credits is half-time.

### Graduate Class Load

A graduate student with a class load of nine semester credits is considered a full-time student; one with six semester credits is considered a three-quarter time student; and one with three credits is considered a part-time student. For the summer session a class load of three credits is considered full-time.

### Credit Hour Policy

The following credit hour policy was established by St. Ambrose University to guide the institution in its assignment and review of awarding credits as set forth by federal regulations. (Federal Register, Vol. 75, No. 209, p. 66486)

### Federal Definition of the Credit Hour

For purposes of the application of this policy and in accordance with federal regulations, a credit hour is 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:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, **or**
2. At least an equivalent amount of work as required outlined in item 1 above 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.

St. Ambrose University defines a semester credit (also known as a credit hour) as one 50-minute period per week for one semester (or its equivalent) with appropriate student work outside of the period. A semester at St. Ambrose University is defined as not less than 15 weeks. Courses offered in shorter timeframes or alternative formats must have an equivalent number of hours dedicated to instruction and student work as that spent in a semester-based class. An equivalent amount of

work (a minimum of 37.5 hours per 1 credit hour) must be represented for credits assigned to experiential learning including 1) laboratory, 2) practica/ field work/internships, 3) independent study, and 4) international travel. An equivalent amount of work (a minimum of three hours per week for a semester or its equivalent of combined direct instruction and outside of class student work) must be represented for a semester credit in other academic activities including accelerated format, distance education, and hybrid format courses.

### Undergraduate Grading System

The grading system uses symbols with the following meanings:

<b>A/A+</b> <b>A-</b>	Exceptional achievement
<b>B+</b> <b>B</b> <b>B-</b>	Above average achievement in subject matter
<b>C+</b> <b>C</b>	Basic Achievement in subject matter
<b>C-</b> <b>D+</b> <b>D</b> <b>D-</b>	Work below basic achievement in subject matter
<b>F</b>	Failure to meet course requirements
<b>P</b>	Passing work completed in a course where the student is registered pass/no pass
<b>NP</b>	Not passing work completed in a course where the student is registered pass/no pass
<b>W</b>	Withdrawal from a course without an assigned grade
<b>WF</b>	Withdrawal from a course while doing failing work
<b>WP</b>	Withdrawal from a course while doing passing work
<b>I</b>	Incomplete work (a student needs to have completed a majority of the course with a passing grade and to have worked out a schedule of completion with the teacher)
<b>IP</b>	In progress work (for students in courses that are not expected to be completed within the normal semester, i.e. internships. (see explanation following.)
<b>X</b>	Absence from the final examination (a schedule of completion is to be worked out with the teacher)
<b>AU</b>	Course taken on audit basis

If a student receives an *I* or *X*, the course must be completed by the pre-arranged date made with the teacher of the course or by the end of the first 10 weeks of the next semester. A grade of *F* will be assigned if these deadlines are not met.

All *I* or *X* grades assigned before July 1, 1986 will be entered as *F*. Students wishing further consideration must apply to the Board of Studies.

An *IP* grade is to be used with courses that are not expected to be completed within a regular academic semester. Courses seeking to use this grade would have to be approved by the Educational Policy Committee. Courses approved to use this grade have a notation within their course description.

The requirements for use of this grade are as follows:

1. Completion of course work is limited to one academic year from date of enrollment.
2. Satisfactory progress has to be confirmed by the department chair at the beginning of each semester within the academic year.
3. If the work is not completed within one academic year, the student will have to re-enroll in the course and accept all financial consequences of this action.

### Graduate Grading System

For information on the graduate course grading system, see the Graduate Program section.

### Grade Quality-Points

Academic standing is communicated through a numerical system of “quality-points.” To be in good standing, students need to have an average of two quality-points for each semester credit attempted or a 2.0 cumulative grade average.

Each letter grade carries a specific quality-point value. The quality-points earned in a specific course are equal to the value of the letter grade multiplied by the number of credits. Each letter grade has the following quality-points value:

A/A+	4 quality points
A-	3.67 quality points
B+	3.33 quality points
B	3 quality points
B-	2.67 quality points
C+	2.33 quality points
C	2 quality points
C-	1.67 quality points
D+	1.33 quality points
D	1 quality points
D-	0.67 quality points
F	0 quality points

An incomplete (*I*) grade is not assigned any quality-point value and the course is not included in the calculation of the cumulative grade point average until a grade for the course is assigned. A pass/no pass course does not figure in the computation of the quality-point average.

Quality-point averages are determined by multiplying the numeric value of the letter grade by the semester credits the course carries. The cumulative GPA is calculated by adding up the quality-points earned in each course and dividing by the total number of semester credits attempted.

### Grade Appeal Policy

#### Overview:

When a student believes a final course grade has been assigned in error or in an arbitrary or capricious manner, he/she has the right to appeal the grade. The student should first attempt to resolve the matter with the primary course instructor. If the

grade dispute is not resolved at this level, the student may initiate a formal written appeal to the department Chair. A final appeal can be made to the Dean of the College that oversees the appropriate department or, when a department Chair or Dean is the instructor involved in the appeal, to the Vice President of Academic Affairs.

#### Actions Permitted:

1. Students may only appeal the final course grade. Individual assignment grades (exams, quizzes, etc.) should be discussed and resolved with the Instructor throughout the semester.
2. All recognized appeals by students and instructors should be written and delivered to the appropriate individual (Instructor, Chair, or Dean) either electronically in email format to the appropriate individual’s email address at the University, or by hard copy delivered personally to the appropriate individual. The individual appealing is responsible for assuring and establishing the delivery and receipt of a timely appeal.
3. No one may substitute personal judgment for that of the Instructor in regard to the quality of the student’s work; therefore, the student must show evidence of any deviation from established procedure that adversely affects the student in the assignment of the letter grade for the course.
4. Decisions at the Chair level or higher can include either denial of the appeal or upholding the appeal, at which point the final course grade will be changed. The University does not have any liability for any impact to the student for the time period preceding any change to the final course grade in the University’s Records & Registration Office.

#### Procedures and Timeline:

1. Students must first attempt to resolve the grading issue with the Instructor.
2. If the student decides to formally appeal the final grade, he/she must provide a written appeal, including the justification for the appeal, to the Instructor. If the Instructor is no longer employed by the University, the student must provide the written appeal directly to the Department Chair.

**TIMELINE:** The appeal must be submitted by the student to the Instructor (or Department Chair if applicable) in electronic email format to the individual’s University email address, or by personal delivery of a hard copy of the written appeal within 1 week from the grade submission due date posted by the University’s Records and Registration Office.

1. Instructor should notify the student upon receipt of the appeal, but the student is responsible for assuring the receipt of the appeal. If the Instructor cannot be contacted, the student should notify the department Chair of his/her appeal and request assistance in contacting the Instructor.
2. Instructors will e-mail or mail a written decision to the student within 1 week of receiving the appeal. If the Instructor fails to provide a decision within 1 week, the student should notify the department Chair to intervene in obtaining the decision or furthering the appeal.

TIMELINE: Within 1 week from receipt of the appeal

3. After receiving the Instructor's decision, the student may appeal the final grade, in writing, to the Department Chair. It is the student's responsibility to provide evidence to support the appeal. The Chair will investigate the appeal. The investigation will include discussing the matter with the Instructor and may include requesting the Instructor to support the accuracy and fairness of his/her grading. The student's written appeal constitutes authorization for the Chair to have access to the student's educational files and grades pertaining to the appeal.

TIMELINE: Within 1 week after receiving the Instructor's decision

4. The Chair will render a decision on the appeal and provide the decision to the student and the Instructor.

TIMELINE: Within 1 week from receipt of the appeal

5. If the Chair's decision is to deny the appeal, the student may appeal the grade, in writing, to the Dean. The student may also elect to meet with the Dean to present information directly related to the appeal.

TIMELINE: Within 1 week after receiving the Chair's decision

6. The Dean will provide a final decision to the student, Instructor, and Chair.

TIMELINE: Within 1 week from receipt of the appeal

7. If the Chair's decision is to grant the appeal, the Instructor may appeal, in writing, to the Dean. The Instructor may meet with the Dean to present information directly related to the appeal.

TIMELINE: Within 1 week after receiving the Chair's decision

8. The Dean will provide a final decision to all parties.

TIMELINE: Within 1 week from receipt of the Instructor's appeal

9. If the decision is to change a student's final grade, the change will be communicated to the University's Records and Registration Office.

*Exceptions:*

1. If the Department Chair is the Instructor involved in the appeal, the appeal goes directly to the Dean and then to the Vice President of Academic Affairs for the final decision.
2. If the Dean is the Instructor involved in the appeal, the appeal goes to the Chair and then to the Vice President of Academic Affairs for the final decision.
3. Timelines may be extended by the Chair or the Dean if necessary evidence or individuals are not available, or if the University determines that additional time is necessary to

process the appeal. No exceptions or extensions of time will be granted for students to initiate a grade appeal.

### **Dean's List**

The undergraduate Dean's List is compiled at the end of each fall and spring semester. All full-time students who have achieved a 3.5 or more semester grade-point average are eligible for inclusion on the list.

Part-time students may apply upon completion of 12 semester credits with a grade-point average of 3.5 or more. After each subsequent block of 12 semester credits with a 3.5 grade point average, part-time students may apply again for inclusion. Dean's List application by part-time students may be completed online at the Records and Registration office website.

### **Pass/No Pass Option**

A pass/no pass option is available for students who wish to explore an academic interest outside their major program without jeopardizing their grade-point average.

The following should be noted:

1. Students should be enrolled for three or more semester credits at St. Ambrose University.
2. Only eight pass/no pass courses (24 semester credits) will count toward the 120 semester credits required for graduation.
3. A pass/no pass course may not be used to fulfill general degree requirements, major, minor, or concentration mandatory requirements. (Exceptions: upper division courses only offered on a pass/no pass basis and required for a major, minor, or concentration.)
4. A pass/no pass course will not be figured in the computation of grade-point average.
5. Instructors have no notification of who is opting for the pass/no pass privilege.
6. Students may start a course declaring pass/no pass or a letter grade option, and change to a letter grade or pass/no pass within three weeks from the beginning of the semester.

### **Auditing**

Undergraduate students may register for a course on an audit basis instead of for credit. Audit courses are to be considered part of the student's total credit load in computing the student's tuition. Thus, a student who registers for 12 semester hours for credit and three semester hours on an audit basis is considered (for tuition purposes) to have registered for an equivalent of 15 semester hours.

Students may change their registration from credit to an audit basis during the first four weeks of the semester. However, an initial registration for audit may not be changed to a for credit registration once classes have begun.

### **Retaking a Course**

Courses which are retaken to demonstrate additional proficiency in a content area will not be counted toward the 120 semester credits required for graduation if prior credit has been awarded for the same course. The grades for both courses will be used in computing the cumulative grade-point average unless application is made for the Second Grade Option (See below).

## Second-Grade Option

A student may repeat a course taken at St. Ambrose University, unless obvious regression is involved, and have only the grade and credit of the second registration used in calculating total hours earned as well as cumulative and total cumulative grade-point averages. Under the provisions of this option, the Records and Registration Office will mark the permanent record to show that a particular course has been repeated.

Students who wish to use this option should register in the usual manner for the course. Once the course has been completed and a grade received, the initial course grade will remain on the permanent record, but only the most recent course will be used in calculating the grade-point averages and hours earned.

### Restrictions:

1. The second-grade option may be used only once per course.
2. If the course was taken for a grade the first time, it must be taken for a grade the second time.
3. If the course was taken pass/no pass the first time, it may be taken pass/no pass or for a grade the second time.
4. The second-grade option may not be used if the first grade was assigned as a result of disciplinary action.
5. The second-grade option may be used in no more than four courses or no more than 12 semester credits.
6. The second-grade option may be used only for courses taken and repeated at St. Ambrose.

## Change of Registration

Students who wish to change their registration must do so officially on the Change of Registration form found online at the Records and Registration Office website. Classes can be added/dropped on Beeline prior to the start of the term. ACCEL students may drop classes by completing the withdrawal form on the ACCEL website. If not, students will receive an *F* in the unofficially dropped course and there will be no credit for the unofficially added course. It is the student's responsibility to fill out the Change of Registration form, obtain signatures of the instructors involved and the academic advisor, and return the form to the Records and Registration Office.

During a 16-week academic semester, if a course is dropped between the first week and the end of the fourth week of class, no grade is officially recorded.

If a course is dropped between the end of the fourth week and the end of the 10th week, the grade of *W* (Withdrawal) is officially recorded.

If a course is dropped after the 10th week, the change is officially recorded as *WF* (Withdrew Failing) or *WP* (Withdrew Passing) as determined by the instructor.

During the shorter summer academic sessions, which are fewer than 16 weeks, the time periods are pro-rated for withdrawal.

## Policy on Students Enrolling in Campus and ACCEL Courses

SAU student who meet the following criteria will be allowed to enroll in SAU courses offered through the ACCEL program:

- Have met the ACCEL admission criteria
  - 12 transferable credits,
  - GPA 2.0 or above,
  - 3 years full time work experience
- Have approval of their on-campus advisor (cognizant that the ACCEL format may not be appropriate for all students)
- Are in good financial standing (no large outstanding tuition due)
- Have no outstanding incomplete grades

Students who have declared on-campus majors may take no more than 9 credits in the declared major in ACCEL without the department chair's permission. There will be no separate tuition structure for ACCEL courses taken by main campus students. Tuition for ACCEL courses will be billed in accordance with the main campus billing policy.

Students who have declared majors offered by ACCEL and are in good financial standing will be eligible to enroll in on-campus courses.

## Withdrawal from the University

Official withdrawal from the university during the semester is arranged with the appropriate college dean or the registrar before the student leaves campus. Official withdrawal insures that all records properly reflect such action. Students who leave unofficially will receive *F* grades in all classes listed on the official registration.

## Satisfactory Progress, Probation and Dismissal

All undergraduate students are expected to maintain satisfactory progress toward a degree. Satisfactory progress is defined by the following scale:

	END OF FIRST SEMESTER	END OF SECOND SEMESTER
First-year students	1.70 (0-15 cr)	1.80 (16-30 cr)
Second-year students	1.90 (31-45 cr)	2.00 (46-60 cr)
Third-year students	2.00 (61-75 cr)	2.00 (76-90 cr)
Fourth-year students	2.00 (91-105 cr)	2.00 (106-120 cr)

Students whose academic performance falls below these standards will be reviewed at the end of each semester by the Board of Studies, which may recommend probation or dismissal. Probation is a proving period during which a student's continuance at St. Ambrose is in jeopardy. While on probation, students are limited to 13 credits per semester, with allowances made to take as many as 15 credits with the support of the student's academic advisor. ACCEL students on probation may enroll in no more than 3 semester credits per session with a total of 9 semester credits for the semester.

Generally, a full-time student will only be allowed to remain on probation for two consecutive semesters, and will either have the designation removed (if they have made satisfactory progress toward their degree) or will be dismissed. Students whose progress is notably poor may be dismissed without being placed on probation.

A student who has been academically dismissed may be

considered for readmission after one full semester has passed. A summer session does not constitute a full semester. New students who are accepted with “Provisional Admission” are considered to be on probation during their first semester at St. Ambrose.

Students may appeal an action taken by the Board of Studies. Students have the right to represent themselves and their petition, though may choose to make their case through the written petition only. In either case, a completed petition must be submitted.

Appeals must be initiated through consultation with the Registrar and follow the procedure outlined below:

**Step 1:** Obtain petition from the Registrar.

**Step 2:** Fill out the petition completely.

**Step 3:** Submit petition to academic advisor for comments and signature. In cases where an advisor is not known or may not be in a position to comment, Registrar may authorize the petition.

**Step 4:** Submit petition to Registrar for scheduling at the next meeting of the Board of Studies.

### **Policy on Academic Integrity**

In accordance with its mission to enable “students to develop intellectually, spiritually, ethically, socially, artistically, and physically to enrich their own lives and the lives of others,” St. Ambrose is committed to upholding moral standards in line with Judeo-Christian tradition. In its mission statement, the university seeks to “teach, learn, and work in a climate of mutual respect, honesty, and integrity where excellence and academic freedom are cherished.” All members of the community are called upon to uphold the standards of academic integrity, to avoid academic dishonesty of any kind. By accepting employment at the university or by accepting admission to St. Ambrose, faculty, staff and students affirm support of the principle of honesty in their endeavors on behalf of the institution. Each member of the St. Ambrose community is responsible for acting with integrity.

Academic dishonesty is any attempt to deceive involving academic work or records. Forms of deceit include but are not limited to the following:

“**Cheating**” is the use or attempted use of materials such as notes, ideas, words, information, study aids, solution manuals, tests, quizzes, electronic devices (such as calculators, cell phones, or iPods), or any academic assignment in a dishonest and deceptive manner. Cheating includes any party who is knowingly involved in the deception.

“**Plagiarism**” is the intentional or unintentional presentation of another’s words, ideas or facts as one’s own. Examples include using phrases, sentences or paragraphs from a source without quotation marks, paraphrasing another’s work or using information (verbal or visual), opinions, or concepts from a source without proper citation or acknowledgement, and submitting another’s paper or assignment, in whole or in part, as if it were one’s own.

“**Unauthorized assistance**” is the use of any source of information not authorized by the instructor. Examples include collaboration on completing assignments or tests without the authorization of the instructor or outside the limits designated by the instructor and allowing another such as a tutor or fellow student to complete or revise a paper or assignment

significantly.

“**Multiple use**” is the submission of the same work in more than one course without prior permission of the instructor. Examples include submitting the same papers, assignments or presentations, in whole or in part, to satisfy course requirements in more than one class.

“**Falsification or fabrication**” is intentionally altering or creating data in an academic exercise or record. Examples include inventing research or lab results, counterfeiting a record of a practicum experience, sabotaging another student’s work such as a lab report, fabricating an excuse (e.g., an illness or accident) to justify a delay in submission of an exam or assignment, inventing a citation, altering a grade on an assignment or academic record, unauthorized altering a returned test or paper before seeking regarding, or impersonating another student live or via electronic format.

“**Complicity**” is assisting another person in committing an act of academic dishonesty. Examples include using another person’s password, allowing another student to copy from one’s exam or assignment, writing or procuring an assignment for another student, taking an exam for another student, changing an academic record for another student, supplying another student or students with unauthorized copies of an exam, or exam questions or answers, or lying to students, faculty or administration on behalf of another student.

“**Abuse of academic materials**” is intentionally destroying, stealing, or making such materials inaccessible. Examples include hiding or removing library resources so other students do not have access to them, destroying software or files needed in academic work, and stealing notes, assignments or exams from students or instructors.

### **Consequences of Academic Dishonesty**

At the discretion of the instructor, potential consequences may range from resubmission or retaking of the assignment or exam, receiving an “F” for the assignment or exam, receiving an “F” for the unit in which the assignment or exam occurred to receiving an “F” for the entire course. The instructor is responsible for reporting an act of academic dishonesty to the director of registration, who will place the information in a confidential file. Severe or repeated acts of academic dishonesty will automatically be evaluated by the Board of Studies and may result in sanctions such as suspension, expulsion, or loss of academic honors. A student’s grade can be changed, even after a course has been completed. An incident report, including any documentation and the action taken, will be kept in the Registrar’s office.

### **Procedures for Academic Dishonesty**

An instructor who has evidence or suspects an act of academic dishonesty has taken place is responsible for acting in accordance with the St. Ambrose University Academic Integrity Policy. In addition, others, including students, who have reason to believe a violation has taken place, should notify the instructor, department chair, or academic dean verbally or in writing. The names of those supplying information other than the instructor will be held in confidence. All alleged acts of academic dishonesty will be reported and kept on file by the registrar’s office.

In the case of a minor infraction, an instructor will discuss the charge with the student and suggest an appropriate sanction. The student may either accept the action or may request a formal hearing before the Board of Studies.

In the event of a repeat violation or if an instructor suspects organized cheating or severe acts of academic dishonesty, the investigation will be pursued by the Board of Studies. The Board of Studies will determine which sanctions will be enforced; its ruling may be appealed to the Vice President of Academic Affairs.

### **Transcripts**

Transcripts are issued upon written or electronic request to the Records and Registration Office. There is no charge for transcripts. Official copies with a seal are sent directly from institution to institution, employer, or prospective employer. All personal copies are unofficial and are without the official seal. Official copies are not given out as personal copies. Students should allow one week for the preparation of a transcript of credits.

**Fax Policy:** Faxed requests will be treated in the same manner as above. Emergencies can be met with overnight, same day, or next day express mail. Loan deferment forms can be sent if the fax is located in the loan office. Original forms will be sent as follow-up through the mail. **Documents received by fax are considered “unofficial” and may be used as working documents only.**

Completion of files, evaluations of credits, certification of athletes, or other official actions will need receipt of an official, stamp/sealed transcript.

## **St. Ambrose University Organization**

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

#### **Departments**

Art  
Biology  
Chemistry  
Computer and Information Sciences  
Engineering and Physical Science  
English  
History, Art History and Geography  
International Studies  
Mathematics and Statistics  
Modern Languages and Cultures  
Music  
Philosophy  
Political Science  
Psychology  
Sociology and Criminal Justice  
Theatre  
Theology  
Women and Gender Studies  
Master of Information Technology Management  
Master of Criminal Justice  
Master of Pastoral Theology

### **College of Business**

#### **Departments**

Accounting  
Communication  
Finance, Economics and Decision Sciences  
Managerial Studies  
Marketing  
Master of Accounting  
Master of Business Administration  
Master of Finance  
Master of Organizational Leadership  
Doctor of Business Administration

### **College of Health and Human Services**

#### **Departments**

Education  
Kinesiology  
Nursing  
Master of Education in Teaching  
Master of Educational Administration  
Master of Occupational Therapy  
Master of Physician Assistant Studies  
Master of Social Work  
Master of Speech-Language Pathology  
Doctor of Physical Therapy

### **Interdisciplinary Minors**

Catholic Studies  
Classical Studies  
Environmental Studies  
German Studies  
Justice and Peace Studies  
Leadership  
Pre-Law Studies  
Women and Gender Studies

### **Concentrations**

#### **Undergraduate Concentrations**

Biology – Biomedical Science  
Chemistry – Forensics and Pre-Med  
Finance – Corporate and Financial Institutions  
Forensic Psychology – Adult and Child  
Political Science – International Politics, Pre-Law Studies, or  
Public Administration  
Radio/Television – Management and Production  
Youth Ministries

#### **Graduate Concentrations**

Finance  
Human Resource Management  
International Management  
Management Information Systems  
Marketing Management



## **Certificates**

### **Undergraduate Certificates**

Gerontology

### **Graduate Certificates**

Organizational Management

Youth Ministry

## **Study Abroad Programs**

The International Education Office helps students plan study abroad as part of their academic program. Students can earn up to 30 credit hours per year and may satisfy some general education or major requirements while living and studying abroad. In addition to many accredited programs through other colleges and universities, St. Ambrose holds a long-time affiliation with Central College in Pella, Iowa, and its study abroad programs in France, Mexico, China, Spain, Austria, Holland, England and Wales. Through Loyola University in Chicago, students can study in Rome.

There are also reciprocal exchanges with Maynooth College and Portobello College in Ireland and the Centro de Estudios Interamericanos in Cuenca, Ecuador, for a semester or academic year. At times, there are groups going abroad led by SAU faculty. More information is available from the International Education Office.

## **Seminary**

The Catholic Diocese of Davenport maintains a college-level seminary on the St. Ambrose University campus for young men who feel they are called to the ordained priesthood.

The Seminary Department helps prepare candidates so they may enter a school of theology after college. There also is spiritual supervision to help candidates discern if they have a vocation. Men in the St. Ambrose Seminary live in Hayes Hall, participating together in a community faith life and sharing common daily prayer experiences. They may pursue any of the bachelor degree programs offered by St. Ambrose. All seminary students are required to take the philosophy and theology courses needed for entrance into a major seminary.

Those interested in entering the seminary at St. Ambrose must meet the undergraduate admission requirements of the University. Seminary students also need acceptance by their local Bishop and by the Seminary Rector at St. Ambrose. If accepted, financial assistance in the form of scholarships and loans is available through the Bishop or Diocesan director of vocations. St. Ambrose also offers a number of ecclesiastical scholarships through the Clement J. and Mary L. Dunn Scholarship program.

Further details may be obtained from the Rector of the Seminary Department.

## Undergraduate Program Requirements

### Accounting

The Department of Accounting offers an undergraduate major in Accounting and a Master of Accounting program. The objective of the undergraduate accounting program is to provide the skills and knowledge necessary for a professional career in public and private accounting, as well as for the not-for-profit and government accounting arena. In addition to providing academic support services to other college of business programs, the department offers a minor in accounting.

**Requirements for a Major:** STBE 137 or MATH 191 or equivalent as determined by the Accounting Department; 27 semester credits in required accounting courses including ACCT 201, 202, 301, 302, 303, 305, 307, 312, 415 and 6 elective credits from ACCT 306, 314, 401, and 402; PHIL 305; 6 credits in economics including ECON 201 and 202; INTL 400; 18 credits in business administration including STBE 237, BUS 201, and 12 elective credits from ECON 307, ECON 312, ECON 313, FNCE 300, FNCE 301, MKTG 209, MKTG 322, MKTG 330 MGMT 310, MGMT 332, MGMT 349, INTL 372, INTL 377, or courses approved by the Department. Accounting majors are required to have earned a 2.25 average GPA in all accounting courses; have earned a C in all accounting classes (if an accounting major earns below a C, the student must retake the course); and have earned 18 of their 33 hours of accounting at St. Ambrose.

**Requirements for a Minor:** 18 semester credits in accounting courses, excluding ACCT 101.

### Applied Management Studies

The Bachelor of Applied Management Studies (BAMS) degree program is designed to build on a two-year Associate of Applied Science (AAS) degree. Students with an AAS degree will have already completed a specialized technical, vocational or professional study program and may now add general education and applied management studies to earn a baccalaureate degree.

This study program will provide the graduate with basic skills which may be used in the management of materials, money and human resources within the various activities, functions and organizations which exist in manufacturing, industry, business and service areas.

#### Individual Student Curriculum Plan

Each student entering the program may have completed a different sequence of college-level courses considered for transfer—courses which are part of the AAS degree as well as other college level courses. Modifications may be required based on prior coursework.

#### Program Delivery Format Options

The BAMS may be taken through the St. Ambrose University ACCEL program or through the traditional delivery format on the main campus.

For more information about the ACCEL format and admission information, see the ACCEL Program section.

#### Requirements for the BAMS Degree

To earn the Bachelor of Applied Management Studies degree, students need to:

1. Take placement tests in English, and math. In cases where students have earned college-level credit in English or math, placement will be determined by prior coursework.
2. Complete any developmental courses and/or prerequisites if necessary.
3. Prior to completion of 12 semester hours at St. Ambrose University, complete IL 101: Information Literacy, with a grade of “Pass.”
4. Complete a minimum of 30 credits at the 300/400 level, and two writing-intensive (WI) courses, one must be at the 300/400 level.
5. Complete the required courses and electives at SAU. Credits at SAU will vary from 60 to 74, excluding developmental and prerequisite courses. The total credits required may range from 120-134 depending on the courses taken as part of the AAS degree.

#### General Education Requirements:

- **Skills** complete: ENGL 101 (minimum grade of C); STBE 137 or higher (minimum grade of C); COMM 329 (minimum grade of C); KIN 149; IL 101.
- **Foreign Language or Multicultural Course** (3 credits): Complete the foreign language requirement; or an International Studies or Foreign Language course; or a multicultural course from the following list: ENGL 221; GEOG 205; HIST 211, 212, 213, 319, 338; SOC 210; WGS 201, 315.
- **Humanities**, from the Humanities general education category select: PHIL 305; one Theology course (3 credits); one Philosophy or Theology course (3 credits); one course, not from Philosophy or Theology (3 credits); one elective course (3 credits).
- **Creative Arts**, from the Humanities or Creative Arts general education categories select: one Art, Music or Theatre course (3 credits).
- **Natural Sciences**, from the Natural Sciences general education category select: one course (3–4 credits); if taking a 3-credit Natural Science, also select a Kinesiology general education approved course (1–2 credits).
- **Elective**, from the Natural Sciences or Humanities general education categories select: one Natural Science or one 300/400 level Humanities course (3 credits).

Depending on the coursework transferred into the BAMS program, up to 10 substitution credits may be required and will be selected from: Social Science (3 credits), History or Literature (3 credits), Science (3–4 credits), and Physical Education (1 credit).

Refer to “Courses that Meet General Education Requirements of the 2013-2015 Catalog” in the Degree Information section for more information.

### **BAMS Required Core Courses:**

ACCT 201, 202; BUS 201; ECON 201, 202; ENGL 315; FNCE 300; MKTG 209; MGMT 310; MGMT 349; STBE 237.

### **Art**

Students in the Art Department prepare for a life-long involvement in the arts by developing artistic and technical skills, aesthetic judgment, critical thinking, and historical understanding.

The Art Department offers four studio majors, conferring Bachelor of Arts degrees in Book Arts, Painting, Graphic Design, and Art Education, and minors in Art and Book Arts.

Full admission to the Art Major is granted if the following criteria are met:

- Cumulative GPA of 2.7
- Major GPA 3.0
- All Art coursework must be a C or above.
- Students must receive a B or above in ART 203, 207 and AH 251.

### **CORE COURSES**

**Requirements for a Bachelor of Arts for all Majors in Book Arts, Graphic Design, Painting and Art Education:** ART 100, 203, 207, 303, and AH 250, 251; plus any 300-level art history course with the exception of AH 320: Adv. Topics: Comics or AH 320: Adv. Topics: Mythic Image.

### **ADDITIONAL MAJOR REQUIREMENTS**

Beyond the required core courses, students must complete additional requirements to earn one of the following majors:

**Requirements for a Book Arts Major:** ART 205, 220, 307 or 337, 311, 338, 360, 361, and three additional credits of art or art history, with the option of taking ART 402. ART 354 or 355 are highly recommended.

**Requirements for a Graphic Design Major:** ART 205, 208, 210, 310, 311, 410, plus six credits from the following: ART 232 or 233, 306, 403, 411, and three additional credits of art or art history, with the option of taking ART 401. Students must receive a B or above in ART 205.

**Requirements for a Painting Major:** ART 208, 303, 304, 330, 331, 430, 431, with the option of taking ART 400, and six additional credits of art or art history. Either AH 351 and/or 354 are highly recommended.

**Requirements for an Art Education Teaching Major (K-12):** Students majoring in art and expecting to qualify for a license to teach art at the elementary or secondary level are required to take ART 208, 220, 330, 340, 342, and either 307 or 331. Education requirements for Art Education Teaching concentration (K-12) are: entrance GPA's to Education Program and Student Teaching; cumulative GPA of 2.7; major GPA 3.0; Education coursework GPA 3.0; Education 205 or 207 (B or better), US History or American Government, SPED 310, EDUC 284, 300, 301; 140 hours of pre-student teaching field

experiences at two different school sites plus EDUC 308, 309, 338, 430 (see above GPA requirements).

### **MINORS**

**Requirements for an Art Minor:** ART 100 and 15 additional credits of art.

**Requirements for a Book Arts Minor:** ART 100, 203, 205, 220, 307 or 337, and 360.

### **Biology**

The Bachelor of Science in Biology is designed to train students to use scientific inquiry as a mechanism for understating living systems in the natural world. The curriculum is built to develop an understanding of biological processes at the molecular, cellular, and organismal levels, as well as the interactions among these organisms in the environment. The program offers introductory courses that provide a foundation for upper-level courses, which allow majors to more thoroughly explore genetics, biodiversity, cell and molecular biology, ecology, and evolution. Inquiry-based laboratory experiences allow majors to design and implement experiments to test hypotheses about biological problems. Additional courses in anatomy and physiology, microbiology, and field biology complement the major requirements to prepare students for many graduate programs and careers, including medicine, dentistry, veterinary science, physician assistant, laboratory research, and environmental science. To assist in professional development, majors have opportunities to participate in internships, independent research projects, and may qualify for membership in Beta Beta Beta, a national biological honor society.

**Requirements for a Bachelor of Science Degree with a Major in Biology:** 30 semester credits of biology, including BIOL 199, 200, 201 or 251, 300, 301, 303, 307, 348; CHEM 105, 106, 207, 209; MATH 171; STAT 213; one of the following: PHIL 207, 310, 311, THEO 110, or another course approved by the department.

**Requirements for a Minor in Biology:** One course from each of the following categories: an introductory course: BIOL 101 or 199; an environmental biology course: BIOL 107,109, 110, 310, or 321; and a human biology course BIOL 106, 112, 115, or 202; with additional coursework to obtain a minimum of 15 credits in Biology.

### **Optional Concentrations**

Courses below are taken in addition to the major requirements.

**Requirements for a Concentration in Biomedical Science:** Eight (8) hours from among the following: BIOL 202, 204, 211, or approved course; BIOL 399, or 401 and 402; CHEM 208 and 210, or 319; MATH 191; PHYS 203 and 204, or 251 and 253 and 254.

**Requirements for a Concentration in Secondary Education:** CHEM 110. Please consult the Education department for additional requirements.

## **Business Administration and Business Administration in Accounting (ACCEL)**

### **Program Delivery Format**

The Bachelor of Business Administration (BBA) and Bachelor of Business Administration in Accounting (BBA.ACCT) are offered through the ACCEL program. The BBA and BBA.ACCT provide a broad foundation in liberal arts and sciences and introduce students to a wide variety of business and accounting concepts respectively. For more information about ACCEL, go to [www.sau.edu/ACCEL.html](http://www.sau.edu/ACCEL.html).

### **Admission Information**

ACCEL programs are open to adult students who have at least three years of full-time/professional work experience and a minimum of 12 transferable semester hours of college credits with a 2.0 cumulative GPA on a 4.0 scale.

Complete admission criteria for ACCEL may be found in the ACCEL Program section.

**Graduation Requirement:** A minimum of 120 semester credit hours with a 2.0 major and cumulative GPA is required for a Bachelor of Business Administration degree.

**Requirements for a BBA:** STBE 137, ACCT 201, 202; BUS 201; ECON 201, 202; ENGL 315; FNCE 300; INTL 221, 372 or other international business course; MGMT 310, 320, 332, 349; MKTG 209; PHIL 305; STBE 237; INTL 400. Additional 9 elective credits from Accounting, Business, Economics, Finance, International Business, Management, Marketing or Statistics.

**Requirements for a BBA Accounting Major:** STBE 137, ACCT 201, 202, 301, 302, 303, 305, 307, 312, 415; BUS 201; ECON 201, 202; ENGL 315; INTL 221 or 372; STBE 237; INTL 400. Select 6 credits from ACCT 306, 314, 401, 402. Select 6 credits from CSCI 120; ECON 307, 312, 313; FNCE 300, 301; INTL 372; MKTG 209, 322; MGMT 310, 332.

## **Business Education**

Undergraduate education in Business is provided by three College of Business departments: Finance, Economics and Decision Sciences, Managerial Studies and Marketing. All six of the undergraduate non-teaching majors offered by these departments share a common set of core business requirements, and are governed by the same national accreditation through the Association of Collegiate Business Schools and Programs (ACBSP).

Students must specialize in one of the six major areas of study: Economics, Finance, International Business, Management, or Marketing.

Minors are available in some, but not all, of the major areas.

**Requirements for a General Business Teaching Major (7-12):** ACCT 201, 202; BUS 201; MKTG 209; One of the following: MKTG 311, 330, 347, or FNCE 200; MGMT 310; ECON 201, 202; CSCI 120; One of the following: ENGL 218, 315, MGMT 316 or 320; See Education Department section for education courses, teaching major and student teaching requirements. All grades must be C or better unless specified. For entrance into the Practitioner Preparation program, students need a 2.7 cumulative and major grade-point average, a 3.0 GPA in education course work and 70 hours of fieldwork.

## **Chemistry**

The goal of the Chemistry Department is to educate majors to be knowledgeable and adaptable in order to compete successfully in graduate studies in areas such as chemistry, environmental or medicine; to assume appropriate responsibilities in industrial or forensics laboratories; or to teach competently at the secondary level. Wherever you want your chemical studies to lead, we can offer a plan of study that will fit your needs. To assist your professional development, the department provides activities to explore career options within chemistry; hands-on experience with a wide variety of modern instrumentation for chemical analysis; and opportunities to participate in research, internships and community service.

**Requirements for a Bachelor of Arts Degree with a Major in Chemistry:** 32 semester credits in chemistry including CHEM 105, 106, 110, 150, 207, 208, 209, 210, 301, 303, 313 or 314, and 350; PHYS 251 and 253 or 203 and 204; and MATH 191, 192.

**Requirements for a Bachelor of Science Degree with a Major in Chemistry:** 45 or 46 semester credits in chemistry including CHEM 105, 106, 110, 150, 207, 208, 209, 210, 301, 303, 313, 314, 321, 350, 428 and 429 or 440, and one elective from 319 and 320 or 333; PHYS 251, 253; and MATH 191, 192. Recommended courses: MATH 290 or 291.

**Requirements for a Bachelor of Arts Degree with a Major in Chemistry and a Pre-Med Concentration:** In addition to courses required for the Bachelor of Arts in Chemistry major, students must take the following courses: CHEM 319 and 320; BIOL 199, 200, 202, 204, 301 and 303. Students are encouraged to tailor their studies to admission requirements of medical schools in which they are interested by taking other science and mathematics courses as electives.

**Requirements for a Bachelor of Arts Degree with a Forensics Concentration:** In addition to the courses required for the Bachelor of Arts in Chemistry major, students must take the following courses: BIOL 106, 120, 202, CRJU 101, 342, 411, and 420.

**Requirements for a Bachelor of Arts Teaching Major in Chemistry:** 31 credits in chemistry, with a total of 47 semester credits in science and mathematics including: CHEM 105, 106, 110, 207, 208, 209, 210, 301, 303 or 333, 313 or 314, and 350; PHYS 251 and 253 or 203 and 204; and MATH 191, 192.

Education courses, including EDUC 343, required for a teaching major are found in the Department of Education section.

**Requirements for a Teaching Minor in Chemistry:** 25 semester credits of chemistry, including CHEM 105, 106, 110, 207, 208, 209, 210, 301, and 303.

**Requirements for a Non-Teaching Minor in Chemistry:** 19 semester credits of chemistry including CHEM 105, 106, 207, 209, and seven elective credits chosen from CHEM 110 or other chemistry courses at the 200-level or above.

## Communication

### Multimedia Journalism Major:

- *Core Requirements:* 15 credit hours including COMM 225, 230, 232, 305, 432.
- *Concentration Requirements:* 28 credit hours including COMM 224, 326, 331, 332, 334, 337, 340; one of the following: ENGL 315, 316, 319, 321 or 335.
- *Capstone:* COMM 454.
- A minimum grade of C+ is required in COMM 225, 230, and 331.
- *A minimum major GPA of 2.33 (C+ average) is required.*

### Radio/TV Major:

- *Core Requirements:* 15 credit hours including COMM 225, 230, 232, 305, 432.
- *Concentration Requirements:* 25 credit hours including: COMM 224, 334, 335, 337, 338, 339, 375.
- *Capstone:* COMM 475
- A minimum grade of C+ is required in COMM 224, 225, and 230.
- *A minimum major GPA of 2.33 (C+ average) is required.*

### Strategic Communication Major:

- *Core Theory Requirements:* 15 credit hours including COMM 225, 230, 232, 305, 432.
- *Concentration Requirements:* 27 credit hours including COMM 240, 251, 306, 323 or 331, 326 or 361, 329, 340, 353.
- *Capstone:* COMM 405.
- A minimum grade of C+ is required in COMM 225, 230, 251.
- Second major encouraged, but not required.
- *A minimum major GPA of 2.33 (C+ average) is required.*

### MINORS:

**Requirements for a Minor in Communication Studies:** COMM 203, 326, 329, 340, 306 or 327.

**Requirements for a Minor in Electronic Production:** COMM 224, 232, 334, 335, 337.

**Requirements for a Minor in Multimedia Journalism:** COMM 225, 230, 331, 332, 232 or 432.

**Requirements for a Minor in Public Relations:** COMM 230, 240, 251, 353, 432 or 232.

## Computer and Information Sciences

**Requirements for a Bachelor of Science with a Major in Computer Science:** CSCI 140, 195, 270, 281, 294, 295, 310, 435; select 5 courses from: CSCI 300, 320, 330, 360, 393, 400, 410, or MATH 191 and nine credits of CSCI elective at the 200 level or above.

**Requirements for a Bachelor of Arts with a Major in Computer and Network Investigations:** CSCI 140, 185, 270, 365, 375, 415, 425, 435; Criminal Justice Component: CRJU 101, 102, 221, 342, 411. Electives: take 6 credits from the following courses: CSCI 281, 450, 480, 490, 499.

**Requirements for Bachelor of Arts with a Major in Computer Network Administration:** Computer Component: CSCI 140, 185, 270, 365, 435, 470, 475; 12 credits from: CSCI 281, 415, 450 (may be repeated with different topic), 480, 490, 499. Communication Component: select two of the following courses: COMM 306, 326, 327; ENGL 218, 315. Business Component: MGMT 310.

**Requirements for a Minor in Computer Network Administration** (21 credits): CSCI 140, 185, 270; two courses selected from: CSCI 365, 450, or 470. Communication Component: two courses selected from: COMM 306, 326, 327; ENGL 218, 315.

**Requirement for a Minor in Computer Science** (18 credits): CSCI 140, 195, 270, 295, 360; and one additional programming course from: CSCI 294, 310 or 330.

**Requirement for a Minor in Computer and Network Investigations** (24 credits): CSCI 140, 270, 365, 375, 415, 425, 435; and one course selected from: CSCI 185, 450, the following electives are only applicable if security related: CSCI 480, 490, 499. The following are recommended electives: CRJU 101, 221, 241. Note: CNA majors must complete three courses (9 credits) above the CNA major to receive the CNI minor.

## Criminal Justice

*See Sociology and Criminal Justice*

## Education

The Teacher Education program includes areas of study necessary to prepare caring, qualified and competent professional classroom teachers, and is approved by the Iowa Department of Education. The St. Ambrose University Teacher Education Program is the first in the state of Iowa to earn national accreditation from the Teacher Education Accreditation Council.

### Mission Statement

As a program within an independent, diocesan, Catholic institution of higher learning committed to professional

preparation within a strong liberal arts tradition, it is the mission of the SAU Teacher Education program to prepare teachers who are professionally ethical, possess the knowledge and skills in current educational theory and practice needed to serve all learners in diverse current educational environments, and possess the general skills needed to adapt to and create the learning environments of the future.

### Licensure

Successful completion of the Teacher Education program enables candidates to receive an initial license to teach in Iowa agencies and schools. Candidates who plan to teach in a state other than Iowa should consult the Teacher Education program concerning certification requirements.

All licenses for teachers are issued by the State of Iowa Board of Educational Examiners upon recommendation of the university through which the applicant has completed an approved program. All applicants must comply with the State of Iowa FBI background check prior to applying for licensure. An applicant who has not completed the Teacher Education program will not be recommended by this university.

The State of Iowa requires all candidates seeking certification to pass Praxis II for licensure. Candidates must obtain appropriate scores for both their pedagogy test and their content area test. State testing requirements can be found at ets.org.

The Teacher Education program is subject to requirements mandated by the Iowa Department of Education. Any change in requirements which occurs after publication of this catalog may require additional course work or testing in order to complete licensure.

### Objectives of Pre-Service Educator:

Pre-service educators in the Teacher Education program must meet the objectives of the specified majors in order to be recommended for teacher licensure.

All education majors including K-12 art, music, and physical education are guided by Danielson's Components of Professional Practice (1996). TEP candidates must meet the first 16 competencies found in Danielson's 3 Domains of Planning and Preparation, Classroom Environment, and Instruction. In lieu of the fourth Domain of Professional Responsibilities, they must meet the 5 dispositions adapted from the Iowa TQE Dispositions Team of caring, communication, creativity, critical, and professional.

Specific objectives for all majors can be found on the Teacher Education Program web page.

### Admission to Teacher Education Program

Full admission is granted if the candidate meets the following requirements:

1. Has a 2.7 cumulative GPA.
2. Has a core 3.0 Education GPA.
3. Has a 3.0 in major GPA (for secondary education majors only; elementary and early childhood education majors have a combined education core and major). All coursework must be a "C" or above.
4. Submits a completed program evaluation.
5. Passes the Praxis Core Academic Skills for Educators.

6. Completes 50 field hours in Field Experience or provides verification indicating completion of required field hours through Orientation to Teaching.
7. Receives a grade of "B" or above in Field Experience or Orientation to Teaching.
8. Submits an application for admission to Teacher Education program (including statement of fraud, necessary signatures and professional rating forms). Students may be admitted on a conditional basis for the semester following their enrollment in EDUC 205 Introduction to the Teaching Profession or EDUC 207 Orientation to Teaching, if their GPA(s) do not meet the requirements. Full admission will be granted if all coursework, after the conditional semester, meets the required 2.7 and 3.0 GPA standards. During the conditional semesters, students may register for education, early childhood, and special education courses to be held the following semester. If students do not receive full admission by the end of the conditional semester, registration will be cancelled, and they will be denied into the Teacher Education program. An appeal process is available, and appeals may be filed with the Teacher Education Appeals Committee.
9. Full admission can only be maintained by continuing to meet all requirements each semester.

### Entrance Examination Requirements

Regulations from the State of Iowa require Teacher Education candidates to pass a standardized entrance test in order to be admitted into education programs within the state. In the SAU Teacher Education Program candidates must pass the Praxis Core Academic Skills for Educators. Candidates are allowed unlimited attempts at Praxis. The candidate, however, may not proceed in the program without first passing this exam. If a candidate does not pass Praxis on the first attempt, he or she must communicate with the Assistant Director, School of Education to develop a plan of remediation.

### Passing Scores

The following minimum scores on the Praxis Core Academic Skills for Educators:

- a) Reading: 156
- b) Writing: 162
- c) Math: 150

### Requirements for Admission to Student Teaching and Graduation from the Teacher Education Program

1. Candidate must be admitted to the Teacher Education program. The applicant completes a proposed sequence of courses in the education core and major leading to licensure. **All** coursework must be completed prior to student teaching.
2. Candidate must maintain a cumulative GPA of 2.7 and a GPA of 3.0 in the education core and major/endorsement courses, with all grades at C or above. Grades of C- or below are not acceptable.
3. All candidates who wish to student teach must apply the year previous to their student teaching. Those candidates must attend a mandatory meeting in early November and submit a complete application by November 15 to the

Director of Student Teaching. The student teaching application and forms are located on the education website. Any candidate who must change their student teaching date, after the November 15th deadline, must submit a new application to the Director of Student Teaching. **Please note that a changed placement date is not guaranteed and is subject to the ability of the Director of Student Teaching to secure a timely and appropriate placement.**

4. Candidates must successfully complete a final presentation with the use of a “digital suitcase” before recommendation for licensure.

A candidate who does not meet any of the above requirements may file an appeal. All appeals must be submitted in writing to the Teacher Education Appeals Committee through the Assistant Director, School of Education. Obtaining a student teaching placement through the appeals process is subject to the ability of the Director of Student Teaching to secure a placement. (Priority will be given to students who have met all the requirements and time frames as stated).

### **Student Teaching Semester**

#### **Points to Remember for Students and Advisor**

Student teaching is a full time professional obligation, and additional course work or employment is discouraged.

1. Student teachers are assigned by the Teacher Education program to public or private agencies or schools in the Quad City area.
2. The length of assignment is all day, Monday-Friday, for 75 consecutive school days. Students earn 15 semester credits.
3. Applicants seeking licensure in art, music or physical education are assigned to an elementary and a secondary school. Early childhood education applicants teach at two age levels, 0–3 years, 3–6 years, or kindergarten-third grade. Special education applicants teach at two assignments with one in an elementary general education classroom and one in a special education area.
4. During the student teaching semester, all student teachers return to the University to attend Student Teaching Seminars.

### **Bachelor of Education**

The Bachelor of Education is for individuals who have completed a bachelor’s or master’s degree and are seeking teacher licensure. Candidate must meet University and TEP admission requirements. Required course work is identical to that described for early childhood, elementary or secondary licensure. Bachelors of Education students are exempt from general education requirements. Changes in licensure guidelines may result in changes in degree requirements.

### **Iowa Endorsement Early Childhood Education (100)**

Candidates who major in early childhood education are prepared to teach children, including those with disabilities and developmental delays, from birth to grade 3 in a variety of settings, including public and private pre-school, kindergarten, first, second and third grade. To acquire an Iowa early childhood endorsement to be licensed to teach children birth to grade 3 with and without disabilities, an applicant needs the following to complete a major in early childhood education:

**Required Courses:** EDUC 205 or 207, 284, 300, 301, 308, 309, 312, 371, 452; two of the following: EDUC 440, 441, 442; PSYC 105; SPED 310, 313; ECSE 204, 311, 321, 410, 420; COMM 325; ECE 303, 307, 308, 350, 365 381; a course in U.S. history or government; 6-7 semester credits in science (biology and natural science). A minimum of 215 clock hours of pre-student teaching experiences in a school or agency setting at three different age levels (0–3 years, 3–6 years, and grades K–3) are required before student teaching. Early Childhood Education majors also must present evidence of current certification in infant, child, and adult CPR and first aid before the student teaching semester.

### **Iowa Endorsement Elementary Education**

To acquire an Iowa elementary endorsement, candidates must complete an elementary education major.

**Required Courses:** EDUC 205 or 207, 284, 300, 301, 308 309, 329, 352, 353, 354, 369, 371, 372, 409, 452; SPED 310; MATH 210, 211; GEOG 201; ART 340; KIN 302; MUS 244; a course in U.S. history, a course in U.S. government; 3-4 semester credits in biology (life science) and an approved area of concentration leading to an endorsement in one of the following areas: math, science, social studies, history, English/language arts, reading, French, German, Spanish or special education. A minimum of 109 clock hours of pre--student teaching experiences in a school setting at two different grade levels are required before student teaching.

### **Approved Endorsement in English/Language Arts (K–8)**

**Required Courses:** ENGL 120, 210 or 211, 313, 316; COMM 325; EDUC 369, 371, 372, 452; THTR 105.

### **Approved Endorsement in Mathematics (K-8): Required**

**Courses:** EDUC 354; three credits in computer science (CSCI 281); MATH 191, 192, 210, 211, 300, 301 and 495.

### **Approved Endorsement in Reading (K–8): Required**

**Courses:** EDUC 369, 371, 372, 452, 453, 459, 460; ENGL 313; COMM 325.

### **Approved Endorsement in Science (K–8): Suggested**

**Courses:** 12 hours of physical science recommended from the following: NSCI 105, 106; CHEM 103, 105; six hours of biology recommended from the following: BIOL 101, 199, 200, 106, 107, 109, 110, or 123; six hours of earth/space science recommended from the following: ASTR 201, 221; NSCI 202, 205; GEOG 201.

### **Approved Endorsement in Foreign Language (K–8).**

**Required Courses:** EDUC 330; Minimum of 24 hours of which 12 are at the 300 level.

### **Approved Endorsement in Social Science: History (K–8).**

**Required Courses:** HIST 201, 202; Two courses from HIST 215, 216 or 217; EDUC 329, plus six credits of electives in American history and six credits of electives in world history.

**Approved Endorsement in Social Science: Social Studies (K–8): Required Courses:** 24 credits including U.S. history, world civilization, political science, economics, geography, psychology, and sociology. EDUC 329 and EDUC 300 are in addition to the 24 semester credits.

**Approved Endorsement in Special Education Instructional Strategist I. Mild/Moderate (K-8): Required Courses:** SPED 310, 311, 312, 313, 314, 411, 416, 417, 418; EDUC 452.

**Approved Endorsement in Pre-Kindergarten-Kindergarten Classroom (PK-K): Required Courses:** COMM 325; ECE 365, 381; ECSE 321, 420 ; EDUC 403; SPED 313.

**Approved Endorsement in ESL/ELL (K-12) Required Courses:** ENGL 230, 313, 380, 381; EDUC 302, 311, 401.

### **Iowa Endorsement Secondary Education**

Candidates interested in secondary education should apply for admission during the semester enrolled in EDUC 205 or 207. Bachelor of education candidates need at least three semesters to complete professional core courses for a license; major/endorsement areas may require further preparation.

Secondary practitioner candidates must fulfill endorsement requirements in a teaching major; complete a course in U.S. history or government; SPED 310; EDUC 205 or 207, 284, 300, 301, 305 (except for art, music and physical education majors), 308 (except for music), 309, 336 (except art, music and physical education majors unless they are seeking another endorsement), the appropriate named 5-12 methods course 340, 341, 342, 343, 344, 345 or 346 (except art, math, music and physical education majors unless they are seeking another endorsement), 419 or 430 or 432 or 433. A minimum of 100 clock hours of pre-student teaching experiences in two different school settings is required before student teaching (except art). Department majors approved for endorsement areas (5–12) include: art, business-all, marketing/management, English language arts, French, German, Spanish, mathematics, music, physical education, biology, chemistry, economics, American government, history, psychology, general science, reading, sociology, and speech communication/theatre.

**Approved Endorsement in Reading (5–12). Required Courses:** EDUC 336, 368 or 369, 372, 452/552, 556, 453; ENGL 101, 216, 316, 313; COMM 129 or 132, or 203 or 228 or 329, 325.

### **Middle School Endorsements**

Both Iowa and Illinois classify grades fifth through eighth as middle school grades. Illinois requires a middle school endorsement in most subject areas. Students who plan to apply for the Illinois endorsement must complete EDUC 455/555 and EDUC 461/561, along with the content course work required by Illinois. Questions regarding Illinois should be directed to the Rock Island Regional Office of Education. . Iowa encourages educational course work specifically dealing with middle school grades, but the Iowa middle school endorsement is optional. Individual school districts may or may not require it. Iowa middle school requirements include EDUC 455/555, EDUC

461/561, and additional course work in any two of the following four areas: social studies, mathematics, science, or language arts. the St. Ambrose Teacher Education Program for more information regarding the Iowa middle school endorsement.

## **Engineering and Physical Science**

St. Ambrose University offers four-year, full-time programs leading to Bachelor of Science degrees in Industrial Engineering, Mechanical Engineering and a five-year Dual Degree option (Industrial and Mechanical Engineering). Students will complete math, physics, and foundational engineering courses and declare a major discipline within the first two years of study.

### **Integrated Design Experience**

The program's philosophy is that the whole must be greater than the sum of parts to be most effective. The fundamental skills of model-building, creativity, problem solving, and communication are integrated throughout the program emphasizing design and communication. Engineering education is a network of experiences beginning in the first year course, Introduction to Engineering, and culminating in the Senior Design experience. Throughout the program, students study engineering topics and explore problem-solving using traditional methods and computer technology. In Senior Design, students use engineering skills to determine a real world problem, develop and analyze alternatives and recommend a feasible solution. Design issues are introduced throughout the program to assure that students are well prepared for this experience.

### **Educational Environment**

As a teaching university the quality of professor performance is measured by student learning. Professionally qualified faculty members who recognize the importance of high academic and professional engineering standards are dedicated to ensuring the success of students while at St. Ambrose and in the working world. The faculty's concentration is on educating students in fundamentals and examining the most current theories and applications through an open, relaxed environment. Many students feel the friendliness and approachability of the professors is a significant factor in helping them develop to their fullest potential.

### **Admissions Requirements**

The general admissions requirements listed in this catalog apply to the Engineering & Physical Science program. Students who enter the Engineering program directly from high school should have completed one and one-half units of algebra, one unit of plane geometry and one-half unit of trigonometry. Students who have not will be required to take additional mathematics courses before enrolling in calculus at St. Ambrose. High school physics and chemistry are recommended for all applicants.

### **Industrial Engineering**

Industrial Engineering is concerned with designing, evaluating and improving systems. At St. Ambrose, our emphasis is on how humans fit into those systems to ensure safe



and productive work. Industrial Engineers are in high demand in many sectors of the economy, from traditional industrial settings to streamlining hospital operations. The skills learned as an Industrial Engineer will provide a wealth of opportunities for the graduate.

The St. Ambrose Industrial Engineering Program is accredited by the Engineering Accreditation Commission of the Accreditation Board of Engineering and Technology (ABET, [www.abet.org](http://www.abet.org)). The course requirements, quality of instruction and the control of the curriculum meet or exceed nationally established requirements.

### Mission

The mission of the Industrial Engineering program is to develop graduates who design, communicate and implement engineering solutions satisfying the needs of all concerned.

### Program Educational Objectives

Students are educated through a carefully engineered curriculum that includes proven engineering design knowledge, a breadth of general education, exposure to modern computer technologies, the development of thinking, writing, and presentation skills, an understanding of spatial relationships, and an ability to solve real problems. Industrial Engineering graduates will:

1. Demonstrate their success through leadership roles.
2. Advance their expertise through professional practice or graduate education.
3. Investigate, define, communicate, defend and implement solutions to complex problems.
4. Enrich their lives and the lives of others.

### Student Outcomes

Students are expected to know and be able to do the following student outcomes by the time of graduation. These relate to the skills, knowledge and behaviors that students acquire in their matriculation through the program:

- a) An ability to apply knowledge of mathematics, science, and engineering.
- b) An ability to design and conduct experiments, as well as to analyze and interpret data.
- c) An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
- d) An ability to function on multidisciplinary teams.
- e) An ability to identify, formulate, and solve engineering problems.
- f) An understanding of professional and ethical responsibility.
- g) An ability to communicate effectively.
- h) The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
- i) A recognition of the need for, and an ability to engage in life-long learning.
- j) A knowledge of contemporary issues.
- k) An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

- l) An ability to design, develop, implement and improve integrated systems that include people, materials, information equipment and energy.
- m) An ability to integrate systems using appropriate analytical, computational, and experimental practices.

### Requirements for a Bachelor of Science in Industrial Engineering Degree:

Students will meet the University general education criteria (to include PHIL 207 or 305) and include the following:

**Engineering Courses (23 credits):** ENGR 105, 112, 265, 270, 280, 296, 302, 450, 201, 301, 401.

**Mathematics and Basic Science Courses (33 credits):** MATH 191, 192, 290, 291, 300, 320; PHYS 251, 253; CHEM 103 or 104 or 105.

**Industrial Engineering Courses (35 credits):** IE 305, 335, 340, 350, WI-351, 360, 391, 403, 409, 415, WI-490; one of the following: ME elective, PHYS 306 or 3 credits of ENGR 320.

The Engineering Seminars (ENGR 201, 301, 401) are required for all engineering majors and should be taken by the time a student has completed approximately 50, 75, and 100 percent, respectively, of the engineering course requirements.

To graduate with an Industrial Engineering degree, a minimum GPA of 2.50 must be earned for all semester credits used to satisfy the course requirements shown above (including a minimum GPA of 2.00 in the subset of requirements which includes all IE and ENGR prefixed course numbers). A minimum GPA of 2.00 must be earned in the combination of semester credits and attempted transfer credits. In addition, MATH 191 and 192, or their equivalents, must be completed with a grade of C or better.

Students attending continuously but on a part time basis are expected to complete the requirements within eight years.

### Mechanical Engineering

Mechanical Engineering is the broadest discipline in engineering and utilizes a combination of human, material and economic resources to provide solutions to problems faced in society. As an applied science, Mechanical Engineering is focused on the design, development, manufacture, management and control of engineering systems. At St. Ambrose, our emphasis is on the people and designing to best accommodate humans in the environment. Mechanical Engineers play a critical role in designing efficient heating and cooling systems for new facilities or developing new equipment to help the disabled become more self-sufficient.

The St. Ambrose Mechanical Engineering Program is not yet accredited by the Engineering Accreditation Commission of the Accreditation Board of Engineering and Technology (ABET, [www.abet.org](http://www.abet.org)). We will begin the accreditation process after we have our first graduate. Accreditation will be retroactive for graduates of the program under which Mechanical Engineering is evaluated by ABET.

### Mission

The mission of the St. Ambrose Mechanical Engineering (ME) program is to develop graduates who analyze, design, communicate and integrate humans in thermal and mechanical engineering solutions.

### Program Educational Objectives

Students are educated through a carefully engineered curriculum that includes proven engineering design knowledge, a breadth of general education, exposure to modern methods, the development of thinking, writing, and presentation skills, an understanding of spatial relationships, and an ability to solve real problems.

Mechanical Engineering graduates will:

1. Demonstrate their success through leadership roles.
2. Advance their expertise through professional practice or graduate education.
3. Investigate, define, communicate, defend and implement solutions to complex problems.
4. Enrich their lives and the lives of others.

### Student Outcomes

Students are expected to know and be able to do the following student outcomes by the time of graduation. These relate to the skills, knowledge and behaviors that students acquire in their matriculation through the program:

- a) An ability to apply knowledge of mathematics, science, and engineering.
- b) An ability to design and conduct experiments, as well as to analyze and interpret data.
- c) An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
- d) An ability to function on multidisciplinary teams.
- e) An ability to identify, formulate, and solve engineering problems.
- f) An understanding of professional and ethical responsibility.
- g) An ability to communicate effectively.
- h) The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
- i) A recognition of the need for, and an ability to engage in life-long learning.
- j) A knowledge of contemporary issues.
- k) An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
- l) An ability to apply principles of engineering, basic science, and mathematics (including multivariate calculus and differential equations).
- m) An ability to model, analyze, design, and realize physical systems, components or processes; and prepare students to work professionally in both thermal and mechanical systems areas.

### Requirements for a Bachelor of Science in Mechanical

**Engineering Degree:** Students will meet the University general education criteria (to include PHIL 207 or 305) and include the following:

**Engineering Courses (23 credits):** ENGR 105, 112, 265, 270, 280, 296, 302, 450, 201, 301, 401.

**Mathematics and Basic Science Courses (33 credits):** MATH 191, 192, 290, 291, 300, 320; PHYS 251, 253; CHEM 104 or 103 or 105.

**Mechanical Engineering Courses (35 credits):** ME 310, 312, 315, 350, WI-351, 405, 410, 412, 415, WI-490; PHYS 306; one of the following: IE elective or 3 credits of ENGR 320.

The Engineering Seminars (ENGR 201, 301, 401) are required for all engineering majors and should be taken by the time a student has completed approximately 50, 75, and 100 percent, respectively, of the engineering course requirements.

To graduate with a Mechanical engineering degree, a minimum GPA of 2.50 must be earned for all semester credits used to satisfy the course requirements shown above (including a minimum GPA of 2.00 in the subset of requirements which includes all ME and ENGR prefixed course numbers). A minimum GPA of 2.00 must be earned in the combination of semester credits and attempted transfer credits. In addition, MATH 191 and 192, or their equivalents, must be completed with a grade of C or better.

Students attending continuously but on a part time basis are expected to complete the requirements within eight years.

### Dual Industrial and Mechanical Engineering

Students who are interested in designing to fit humans into mechanical systems may consider the dual degree option. This five-year program will result in Bachelor of Science degrees in Industrial and Mechanical Engineering.

**Requirements for Dual Bachelor of Science in Industrial and Mechanical Engineering Degrees:** Students will meet the University general education criteria (to include PHIL 207 or 305) and include the following:

**Engineering Courses (23 credits):** ENGR 105, 112, 265, 270, 280, 296, 302, 450, 201, 301, 401.

**Mathematics and Basic Science Courses (33 credits):** MATH 191, 192, 290, 291, 300, 320; PHYS 251, 253; CHEM 104 or 103 or 105.

**Industrial Engineering Courses (29 credits):** IE 305, 335, 340, 350, 360, 391, 403, 409, 415, WI-490.

**Mechanical Engineering Courses (38 credits):** ME 310, 312, 315, 350, WI-351, 405, 410, 412, 415, WI-490; PHYS 306.

The Engineering Seminars (ENGR 201, 301, 401) are required for all engineering majors and should be taken by the time a student has completed approximately 50, 75, and 100 percent, respectively, of the engineering course requirements.

To graduate with a dual Engineering degree, a minimum GPA of 2.50 must be earned for all semester credits used to satisfy the course requirements shown above (including a minimum GPA of 2.00 in the subset of requirements which includes all IE, ME and ENGR prefixed course numbers). A minimum GPA of 2.00 must be earned in the combination of semester credits and attempted transfer credits. In addition, MATH 191 and 192, or their equivalents, must be completed with a grade of C or better.

Students attending continuously but on a part time basis are expected to complete the requirements within eight years.

## English

**Requirements for an English Major:** 39 credits including ENGL 201, 202, 210, 211, 219, 401, plus 21 elective English credits. Twelve elective credits must be 300 level.

**Requirements for an English Secondary Education Major:** 33 credits including ENGL 201, 202, 210, 211, 219, 313, 316, plus 12 elective credits: six credits must be 300 level. Education courses required for licensure to teach secondary English are found in the Education Department listings.

**Requirements for a Writing Major:** 34 credits including ENGL 399; Choose 6 credits of *Flexible Required Choices* from: ENGL 216, 218, 315, 316 or 317; Complete 6 credits of literature; Choose at least 18 credits of writing electives from: ENGL 199, 219, 313, 319, 320, 321, 326, 327 or 335. (Students may take additional courses from the “Flexible Required” or “Portfolio Submission” categories to be used as writing electives.); Complete *Portfolio Submission* achieved in one of the following: ENGL 350, 400, 415, or 418.

**Requirements for an English Minor:** 18 credits; two courses from the following: ENGL 201, 202, 210, 211, and 12 elective credits. Six credits must be 300-level. One course must be writing intensive in English or a writing course.

**Requirements for an English Secondary Education Minor:** 24 credits; ENGL 201, 202, 210, 211, 219, 313, 316, plus one elective course. Requirements for state licensure in English are available from the Education department.

**Requirements for a Writing Minor:** 18 credits from: ENGL 216, 218, 315, 316, 317, 319, 320, 321, 400 or COMM 331.

**English minor in ESL Required Courses:** 15 credits from the following courses ENGL 230, 313, 380, 381; EDUC 302.

## Finance, Economics and Decision Sciences

**Requirements for a Bachelor of Arts for all (Non-Teaching) Majors in Business Economics, Finance, International Business, Management, and Marketing:** ACCT 201, 202; BUS 201; ECON 201, 202; FNCE 300; STBE 137, 237; MGMT 310, 349; MKTG 209; PHIL 305; INTL 400.

**Requirements for a Business Economics Major:** An additional 18 hours of economics above ECON 201, 202 including ECON 312, 313, 331 400, and 447; take 3 additional hours of 300-level ECON courses or FNCE 402, 403, 492.

**Requirements for an Economics Major:** 39 credits including STBE 137, 237, ECON 201, 202, 312, 313, 400 and 447; 15 credits of elective credits from ECON 307, 316, 321, 323, 327, 329, 330, 331, 335, or 337.

- A minimum major GPA of 2.25 is required.

**Requirements for a Economics Minor:** STBE 237 or equivalent; ECON 201, 202, 312, 313; and two upper level ECON elective courses.

**Requirements for a Finance Major:** FNCE 301, 302; and complete a concentration in one of the following: Financial Institutions or Corporate. Students will be required to work with a Finance advisor in maintaining a portfolio of finance-related work throughout their program and will be required to take part in an exit interview and submit a final reflection paper prior to completion.

- **Financial Institutions Concentration:** FNCE 402, 403, 492; and two of any 300-level Economics course. This sequence will earn a major in finance and a minor in economics.
- **Corporate Concentration:** ACCT 301, 302, 307; FNCE 401, 491; one of the following: ACCT 306 or 401. This sequence will earn a major in finance and a minor in accounting

**Requirements for a Finance Minor:** ACCT 201, 202; STBE 237; ECON 201, 202; FNCE 300, 301, 302; three of the following: FNCE 401, 491 or FNCE 402, 403, 492.

## French

*See Modern Languages and Cultures*

## German Studies

*See Interdisciplinary Minors*

## History, Art History and Geography

**Requirements for a History Major:** 34 semester credits in History including HIST 100, 201, 202, 205; one of the following: HIST 210, 211, 212 or 213; two of the following: HIST 215, 216 or 217; two courses at the 300-level; two of the following: HIST 400, 401 or 410; and HIST 415.

**Requirements for an Art History Major:** 36 semester credits in Art History including AH 205, 250, 251, 451; two of the following: AH 130, 323, 324, 326, 345, or 346; two of the following: AH 347, 350, 351, or 354; two of the following: AH 120, 320, 352, 353, 355, or 357; plus 6 credits from the Creative Arts (ART).

**Teaching Major Requirements:**

**Requirements for a History Teaching Major:** 34 semester credits in history, distributed as follows: HIST 205; 15 credits in US history (HIST 201, HIST 202, and 9 additional credits above the first year level); 15 credits in World History (one of the following HIST 210, HIST 211, HIST 212, HIST 213; two of the following HIST 215, HIST 216, HIST 217; and 6 additional credits above the first year level); two of the following HIST 400, HIST 401, HIST 410; and HIST 415. Education courses required for certification are listed in the Education section of this catalog. Students must maintain a 3.00 GPA in History with no grade lower than a C.

#### **Minor Requirements:**

**US History minor:** 15 semester credits in History, including HIST 201, 202 and 9 additional credits in US History above the first year level.

**World History minor:** 15 semester credits in History, including two of the following: HIST 215, 216 or HIST 217; one of the following: HIST 210, 211, 212 or HIST 213; and 6 additional credits in World History above the first year level.

**General History minor:** 15 semester credits in History, including HIST 201 and 202; one of the following: HIST 215, 216 or 217; and 6 additional credits in history.

**Classical Studies Minor:** See Interdisciplinary Minors section

**Requirements for an Art History Minor (for students majoring in any field other than Art):** 15 credits of Art History (AH), plus 3 credits from the Creative Arts (ART).

**Requirements for an Art History Minor (for students majoring in ART):** 18 credits of Art History (AH).

## **Honors Program**

Honors Program study is open to students who have been accepted to St. Ambrose University pursuing any major. Core courses in the Honors Program fulfill general education requirements. The Honors I Application and Essay can be completed online at [www.sau.edu/honors](http://www.sau.edu/honors).

#### **HONORS I: First-year students**

Admitted prior to orientation. Acceptance based primarily on an unweighted GPA of 3.5 or better and an ACT score of 25 or better (SAT equivalency), and a well-worded essay.

**Requirements for Honors Program I:** 15 credits, including HON 101, 102, 112, 201, and 301; SLVN 201.

#### **HONORS II: Transfer, sophomore and junior students**

Acceptance based on cumulative 3.5 GPA or higher and two recommendations from faculty in student's major. Students must maintain a 3.25 average in their honors courses and a 3.25 GPA

overall in order to remain in the Honors Program after the first year. This will be assessed annually and students will have one semester to improve their GPA if it falls below the 3.25 level.

**Requirements for Honors Program II:** 5-7 credits, including HON 301 and 401.

## **Integrative Studies**

The BA in Integrative Studies (BA.IS) degree offers St. Ambrose students the opportunity to design their own liberal arts degree program to meet their personal, educational or career goals. Students can design a degree plan to pursue areas of learning that do not fall neatly within the traditional boundaries of departmental programs available at SAU. The BA.IS can also meet the needs of non-traditional students with diverse backgrounds who may have already earned college credits at one or more institutions of higher learning, and who seek to complete a college degree by focusing on their individual interests, needs and goals. The degree is flexible, offering students the opportunity to individualize a curriculum while meeting designated standards and academic requirements.

#### **Format**

The BA.IS degree can be completed in any combination of traditional or accelerated evening, weekend, online or hybrid formats. Depending on the curriculum chosen, students wishing to pursue this degree in the accelerated format may not be able to complete all courses in the accelerated format.

#### **Program Oversight**

- **BA.IS Faculty Committee:** Each student will have a three member committee comprised of the student's BA.IS advisor and two additional faculty members. The faculty members will be selected based on the content of the integrated areas. The committee will assist in development of the degree plan, evaluate the student's work and recommend the student for graduation, upon satisfactory completion of the degree plan.
- **BA.IS Program Coordinator:** Available to students across all SAU colleges, the administrative home of the BA.IS degree is the College of Arts and Sciences; the Dean of the College of Arts and Sciences coordinates the oversight, including the application and completion review processes.
- **BA.IS Program Committee:** This committee is responsible for approving BA.IS degree plans, approving students for graduation, pending degree audit, and tracking BA.IS utilization. The Committee is chaired by the Dean of the College of Arts and Sciences and includes one faculty members from each of the colleges appointed by the respective dean. The University Registrar serves as ex officio member.

#### **Application Process**

Students who wish to pursue BA.IS typically will have completed around 30 credit hours and no more than 90 credit hours of coursework. Interested students should follow the process described below to pursue a BA.IS:

### STEP I:

- With the assistance of an academic advisor, the student will identify a BA.IS faculty advisor and two additional faculty members to comprise the BA.IS Student Committee. The faculty members should come from the relevant academic areas.
- Student will complete a BA.IS application electronically and submit to the BA.IS Program Coordinator.
- Complete application will include:
  - A statement of purpose
  - Degree plan
  - Learning outcomes and assessment rubric
  - Recommendation by BA.IS faculty advisor
  - Copies of transcripts of prior academic work
- Along with the degree plan and Learning Outcomes, the Statement of Purpose is a significant component of the BA.IS application. In the statement (-1000 words), the student should present a compelling and coherent narrative about his/her:
  - Educational/professional background
  - Reasoning for pursuing the BA.IS
  - The learning objective he/she hopes to attain
  - Future career or educational aspirations that are consistent with pursuing the BA.IS and
  - A discussion of how the purposed degree plan is consistent with those objectives.
- Because learning takes place outside of the classroom, the student should consider including in the Statement of Purpose, those activities, interests and experiences that are relevant to the degree plan. Such things might include professional experience, community or organizational service, travel, hobbies, private study, and family background.
- The essay is to be written by the student, and submitted for review by the BA.IS Program Committee.

### STEP II:

- The BA.IS Program Committee will review the application according to these criteria:
  - Is it conceptually well-written (articulation clear? Goals achievable? Means reasonable?)
  - Is the Degree Plan consistent with the Statement of Purpose?
  - Is the Degree Plan consistent with the mission of the University?
  - Are the Learning Outcomes and Assessment plans feasible and consistent with the Degree Plan?
- Once the application is approved, any revisions to the degree plan must be approved by the BA.IS Student Committee and the BA.IS Program Committee.

### Program Requirements

- St. Ambrose general education curriculum.
- 36 credit hour proposed BA.IS degree plan, a program of studies that is interdisciplinary, coherent, integrated and focused; at least 15 credit hours of the proposed degree plan must be completed through St. Ambrose

courses. This plan cannot include courses used to satisfy the general education component.

- An experiential learning component—internship, study abroad, field work.
- A capstone experience—seminar, thesis, or research/creative project.
- Prior to the student applying for graduation, the BA.IS Student Committee will conduct assessment of learning outcomes and accordingly provide a recommendation to the BA.IS Program Committee.
- The BA.IS Program Committee reviews the student's Portfolio and the BA.IS Student Committee's recommendations regarding the student's degree plan progress. As well, the student will submit the Progressive Portfolio to the BA.IS Program Committee for review, assessment, and approval.
- An exit portfolio to the BA.IS Program Committee in the semester of graduation. A completed portfolio should include:
  - Representative sample of student's written work throughout the degree plan,
  - A reflective essay by the student addressing how and the extent to which the learning outcomes have been met, and
  - An overall evaluation of his/her educational experience.

## Interdisciplinary Minors

### Catholic Studies

The Catholic Studies Minor at St. Ambrose University is an interdisciplinary program of study designed to offer the students an exploration of Catholic intellectual tradition. The goal is to gather students and faculty from all disciplines to engage in a critical, sympathetic investigation of Catholic thought and life. Catholicism is complex; it is a faith tradition that incorporates doctrines, structures, rituals, customs, philosophical thought, sociological phenomena, and artistic secular, and therefore it is fitting that such a process of inquiry take place at a university setting.

### Entry procedure for an Interdisciplinary Catholic Studies

**Minor:** Approval and planning a course of study with an advisor and the program director in Theology is required.

### Requirements for an Interdisciplinary Minor in Catholic

**Studies:** 16 semester credits, including CATH 201, 401 and THEO 141; 9 elective credits – 3 credits in Theology, 3 credits in a field other than Theology, and 3 credits from a 300 level course or higher from the following courses ENGL 120, 302; MUS 309, 310; PHIL 343, 360; SOC 336, 356; THEO 107, 110, 130, 132, 301, 304, 310, 319, 341, 342, 402; EDUC 355; AH 250, 251, 323, 326; or HIST 215, 216, 320, 322, 325, 326.

### Classical Studies

The Classical Studies Minor at St. Ambrose allows students with an interest in the ancient cultures of Greece and Rome to pursue extended study of various aspects of those cultures and

gain an appreciation of the relevance of classical culture to their own lives. The minor supports various majors, including History, Philosophy, Theology, and Political Science.

#### **Entry procedure for an Interdisciplinary Classical Studies**

**Minor:** Approval and planning a course of study with an advisor and the program director in History is required.

#### **Requirements for an Interdisciplinary Minor in Classical**

**Studies:** A minimum of 21 semester credits, including CSM 101; LAT 101, 102, 201, 202; at least 6 credits from: HIST 215, 321, 322, 350, 317, 325, 393, 410; PHIL 101, 208, 210, 217, 360, 365, 390, 451, 490; PSCI 110, 120, 199/399, 307, 308, 340, WI-400, THEO 101, 130, 132, 332, 333, 334, 341, 344, 351, 354, 460.

#### **Environmental Studies**

Through the successful completion of the Environmental Studies Interdisciplinary Minor, students will learn diverse approaches to understand, relate to, and responsibly manage non-human nature. The coursework supports a scientific understanding of ecosystems; a philosophical, theological, artistic and literary basis for relating to the environment; socio-political, economic and historical contexts; and hands-on experience in conservation, preservation and restoration.

**Entry procedure for an Interdisciplinary Environmental Studies Minor:** Approval and planning a course of study with an advisor and the program director in Theology is required.

#### **Requirements for an Interdisciplinary Minor in**

**Environmental Studies:** A minimum of 18 semester credits, including BIOL 109; PHIL/THEO 311; ENGL 246 or 319; six credits of “green” electives from the following : ECON 335, PSCI 375, NSCI 205, or any general education Biology course; ENVS 400.

#### **German Studies**

The German Studies minor is interdisciplinary. Students must earn a grade of C or better in all required courses in order to receive credit toward the minor. The German Studies minor has three core components:

1. GS through 202 (12 hours).
2. Electives 12 hours from the following: AH 250, 251, 320: Advanced Topics in Art History: History of Graphic Design, 351; ECON 331; HIST 320, 336, 337, 345; INTL 221, 370, 372, 377, 399; IS 103: Study Abroad for German Minors, IS 210: German Film; MKTG 322; PHIL 365, 367, 375; PSCI 130, 309, 313, 316, 319; THEO 308, 345, 403.
3. Study Abroad: a minimum of one short-term experience in Germany or Austria.

#### **Justice and Peace Studies**

Available to any major, the Justice and Peace Studies minor provides an interdisciplinary academic focus on issues of social justice, with a special emphasis on peace, non-violence and conflict resolution. In the Ambrose tradition of concern for dignity of all persons, social justice and respect for diversity, a

variety of academic and co-curricular opportunities exist for students to enrich their education by exploring issues of justice and peace. The minor is sponsored jointly by the Theology and Philosophy departments but maintains an interdisciplinary focus.

**Entry Procedures for an Interdisciplinary Minor in Justice and Peace Studies:** Approval and planning a course of study with an advisor and the program director is required.

#### **Requirements for Interdisciplinary Minor in Justice and Peace:**

- A minimum of 19 semester credits, including:
1. Seven hours of Core courses (JPS 101, 105, 201);
  2. Nine hours of Concentration courses from one of these areas:
    - **Reconciliation, Confliction Resolution, and Peace-building:** (PSCI 309, 313; SOC 375; THEO 160, 355)
    - **Stratification and Equality:** (CRJU 316, 487; ENGL 223, 243; HIST 330; PHIL 210; SOC 340, 365; THEO 310, 321)
    - **Ethics and Peace:** (PHIL 305, 343; PHIL/THEO 311; THEO 356; HIST 343, 350)
  3. Capstone: PHIL 302/THEO 312 Interdisciplinary Seminars on Peace & Justice.

#### **Leadership**

The interdisciplinary Minor in Leadership seeks to enhance the skills, vision, and moral code of students drawn to leadership. The minor will challenge students to critically analyze and build on their ability to act as knowledgeable, ethical, and caring leaders for the diverse world in which we live including business, political civic and community service and engagement. The mission of the minor is fulfilled by the achievement of three goals. First, students are introduced to basic theories, skills, and practices of leadership. Second, students examine how leadership theories and practices are applied to the public and nonprofit sectors to enhance their effectiveness as citizens in society. Third, students explore the relationship between leadership and the private sector with an emphasis on leadership in management situations.

#### **Entry procedure for an Interdisciplinary Minor in**

**Leadership:** Approval and planning a course of study with an advisor and the program director in Political Science.

#### **Requirements for an Interdisciplinary Minor in Leadership:**

- 15 total credits from the following:
- Take PSCI 104 and PSCI 310 or 365.
  - Select 3-6 credits from the following electives: PHIL 207, 210, 305, THEO 110, SOC 325, 340, 375, PSCI 370, PSYC 323, or WGS 201.
  - Select 3-6 credits from the following electives: COMM 203, 327, 328, 306, ENGL 315, KIN 190, MGMT 310, 325, 332, 336, or 338.

#### **Pre-Law Studies**

The Interdisciplinary Minor in Pre-Law is for students interested in studying law. It has a threefold mission. First, it seeks to encourage sustained reflection upon the relationship

between law and human nature. Second, it seeks to give students a practical introduction to the basic elements of the American Legal system, as well as other legal systems and the history of legal thought and practice. Third, it seeks to provide students with the background and skills necessary for success in law school and in the field of law. Special attention will be given to logical and critical thinking, persuasive argument, and cogent speaking and writing.

**Entry procedure for an Interdisciplinary Minor in Pre-Law Studies:** Approval and planning a course of study with an advisor and the program director in Political Science is required.

**Requirements for Interdisciplinary Minor in Pre-Law Studies:** 18 semester credits. Students may not count more than twelve hours of Political Science toward the minor. Nine hours must be from approved General Education courses.

- **Foundation Course (3 credits):** PSCI 110.
- **One of the following (3 credits):** CRJU 400, PHIL 210, PSCI 307, THEO 362.
- **Two of the following (6 credits):** COMM 432, CRJU 221, 410, 411, 487, 499, ENGL 303, HIST 307, 350, PSCI 304, 360, PSYC 321, 325, 327, 328, SOC 120, 235, 340, 365.
- **One of the following (3 credits):** COMM 228, 329, ENGL 216, 315, LAT 101, PHIL 201, PSCI 305.
- **Capstone experience (3 credits):** WI-PSCI 400, or capstone in major with permission.

## Women and Gender Studies

Available to students in any major, the Women and Gender Studies minor provides an interdisciplinary academic focus on issues of women and gender. In the Ambrose tradition of concern for social justice and respect for difference, a variety of opportunities are available for students to enrich their education by exploring women's heritage of achievements and the changing roles of women and men.

**Entry procedure for an Interdisciplinary Minor in Women and Gender Studies:** Approval and planning a course of study with an advisor and the program director in Women and Gender Studies is required.

**Requirements for an Interdisciplinary Minor in Women and Gender Studies:** A minimum of 18 semester credits, including WGS 201, WI-390; at least six credits from ENGL 222, PSYC 203, 312, 328, THEO 324, WGS 210, 310, 315, 320, 325, 330, 340. Up to six credits from COMM 203, CRJU 487, ENGL 304, SVLN 201, SOC 325, 323, 340, THEO 310, 321, WGS 350.

## International Business

*See Managerial Studies*

## International Studies

The major in International Studies is an interdisciplinary blend of courses which provides students with an understanding of the interdependent world. The courses in this major span a number of disciplines including Social Sciences, Humanities, Language, International Studies, Communication and Theology.

This major offers the flexibility to pursue a wide range of enticing career opportunities such as, international law, foreign affairs, defense, intelligence, diplomacy, international business, journalism/communication, intergovernmental and non-governmental organizations, language, education and policies.

### Entry procedure for an International Studies Major:

Approval and planning a course of study with an advisor and the program director in International Studies is required.

### Requirements for a Bachelor of Arts Degree with a Major in International Studies: 37 credit hours

**Core Requirements:** IS 103, PSCI 130 and IS 400.

**Language Requirements:** Demonstrate proficiency in any secondary foreign language necessary for your area of emphasis.

**International Affairs/Global Civil Society:** take 6 credits; at least one has to be from the 300 level; from the following courses: PSCI 230, 306, 309, 313, 316, 353; or WGS 201.

**International Arts or International Culture:** choose one area; take 6 credits; at least one has to be from the 300 level:

- **International Arts:** AH 353; ENGL 221, 307, 309, or 344
- **International Culture:** IS 101, 204, 210, 310; MUS 115; SOC 210, 340; THEO 250, 345; or WGS 320.

**International Communication and Commerce:** take 6 credits; at least one has to be from the 300 level; from the following courses: COMM 340; INTL 221, 322, 372, 374, or 377.

**Emphasis Area:** choice of Latin America, Europe, East Asia or Africa. Take 6 credits; at least one course must be at the 300-level.

- **Europe:** ENGL 202, 310; HIST 217, 337, 343; PSCI 319; or SPAN 314, 316.
- **Latin America:** HIST 213; SPAN 314, 316; or WGS 210, 315.
- **Asia:** Individualized courses of study approved by the IS Director.
- **Africa:** Individualized courses of study approved by the IS Director.
- **The Middle East:** Individualized courses of study approved by the IS Director.

**Study Abroad Requirement:** An approved study abroad experience of one semester or an approved shorter-term study abroad experience of one to six weeks with a special assignment (e.g. a service project, an internship, or a special project approved by the IS Director) is required.

**Requirements for a minor in International Studies:** 21 credits including: IS 103 or PSCI 130; demonstrate proficiency in any secondary foreign language through the 102 level; take 3 credits

from International Affairs/Global Civil Society: PSCI 230, 306, 309, 313, 316, 353; or WGS 201; take 3 credits from International Arts or International Culture: AH 353; ENGL 221, 307, 309, or 344, IS 101, 204, 210, 310; MUS 115; SOC 210, 340; THEO 250, 345; or WGS 320; take 3 credits from International Communication and Commerce: COMM 340; INTL 221, 322, 372, 374, or 377; take 3 credits from any discipline or any area of emphasis in the IS curriculum.

## Kinesiology

**Bachelor of Science with a Major in Exercise Science:** BIOL 199, 200, 202, 204; CHEM 105, 106; PHYS 203, 204; one of the following PSYC 355, 360, 402, 403 or DPT 540; STAT 213. KIN 149, 206, 215, 260, 282, WI-340, 341, 350, 361, WI-390; 406 or 440/441; one of the following: KIN 258, 275 or 392.

*Grade of C or better required for BIOL 202, BIOL 204, and all KIN courses required for this major.*

Students who enter the SAU 3 + 2-1/2 DPT program after their junior year may make the following substitutions in the first year of the DPT program (4th year undergraduate): DPT 635 Clinical Exercise Physiology will serve to replace KIN 406; DPT 530 Kinesiology/Biomechanics may be taken for KIN 361.

**Bachelor of Science with a Major in Human Performance and Fitness:** BIOL 101 or 112 or 199; BIOL 202, 204; CHEM 103 or 105; KIN 260 or PSYC 355; 360, 402, 403, DPT 540; PSYC 105, STAT 213. KIN 149, 206, 215, 258, 275, 282, WI-340, 341, 350, 361, 363, WI-390, 392; 406 or 440/441; 418.

*Grade of C or better required for BIOL 202, BIOL 204, and all KIN courses required for this major.*

Students who enter the SAU 3 + 2-1/2 DPT program after their junior year may make the following substitutions in the first year of the DPT program (4th year undergraduate): DPT 635 Clinical Exercise Physiology will serve to replace KIN 406; DPT 530 Kinesiology/Biomechanics may be taken for KIN 361.

**Bachelor of Art with Major in General Physical Education (Non-teaching):** BIOL 202, KIN 149; 200 or 300; 206, 219, 224, 260, 282; 301 or 212; 304; 361 or WI-365; 363, 407, 418; Choose one of the following options: KIN 210, 270, 309; or KIN 221, 222, 331; or KIN 215 (Core Conditioning), 320, one of 321-326; EDUC 284 or PSYC 212; or KIN 125, 258, 275, WI-340.

**Bachelor of Art with a Major in Sport Management:** ACCT 201, COMM 240, CSCI 120, ECON 201, WI-MGMT 310, PHIL 305, SOC 101. KIN 190, 192, WI-306, 307, 335, 355, 363, 408, 419.

**Bachelor of Art with a major in Physical Education Teaching:** BIOL 202, KIN 149; 200 or 300; 206, 210, 219, 221, 222, 224, 260, 270, 301, 304, 309, 310, 311; 320 or one of 321-326; 331, 361, 363; WI-365 or WI-390; 407, 415; HIST 201 or 202 or PSCI 101 or 102; SPED 310; EDUC 205/207, 284, 300, WI-301, 308, 309, 338, 433, 434.

All students should apply for admittance to the Department of Education after completing EDUC 205/207 and one other

Education course. Students planning to qualify for a teaching license are responsible for knowing the certification requirements in the state where they wish to teach. Students must maintain a 3.00 GPA in major courses with no grade below C and a 2.70 cumulative average. Membership in the state level association for health, physical education, recreation, and dance and/or the state education association is strongly recommended.

### **Requirements for a Second Teaching Area which includes the requirements for a K-12 Health Endorsement:**

Completion of course requirements for an approved teaching major and the following: BIOL 202 or 112; KIN 149, 206, 270, 309, WI-340, 371. Eleven-twelve hours from the following: BIOL 106, 115, KIN 215, 273, 282; WI-365 or WI-390; PHIL 311 or THEO 311; PSYC 201, 205, 350; SOC 323, 336, 342; EDUC 284 or PSYC 212. Education courses required for teaching are listed in the Education Department section.

**Requirements for a Minor in Health Education:** BIOL 101, 112 or 199; KIN 149, 206, 270, WI-340, 371. Eight hours from the following: BIOL 106, 115, KIN 215, 273, 282, WI-365 or WI-390; PHIL 311 or THEO 311; PSYC 201, 205, 350, SOC 323, 336, 342; EDUC 284 or PSYC 212.

### **Athletic Coaching**

Requirements for Coaching Authorization: The State of Iowa requires five major content areas to receive a coaching authorization: EDUC 284 or PSYC 212; KIN 215; BIOL 202 or KIN 361 or KIN WI-365 with department chair permission; KIN 320 or one of 321-326.

*A health history and a PAR-Q (Physical Activity Readiness Questionnaire) are required of all students who participate in any KIN activity course. The health history filed in the Health Services Office at the time of admission is sufficient if it has been filed within the past four years. The PAR-Q must be filled out on Blackboard for each activity course enrolled before participation in that course.*

## Managerial Studies

**Requirements for a Bachelor of Arts for all (Non-Teaching) Majors in Business Economics, Finance, International Business, Management, and Marketing:** ACCT 201, 202; BUS 201; ECON 201, 202; FNCE 300; STBE 137, 237; MGMT 310, 349; MKTG 209; PHIL 305; INTL 400.

**Requirements for a Management Major:** MGMT 320, 325, 332; INTL 372; COMM 327; one of the following: MGMT 316, 399, or STBE 333.

**Requirements for a Management Minor:** MGMT 310, 320, 332; one of the following: MGMT 316, 325, 338, 399 or INTL 372.

**Requirements for an International Business Major:** INTL 322, 370, 372, 374, 377; one of the following: INTL 399, HIST



343 or PSCI 309; foreign language competence to the equivalent of the 202-level.

## Marketing

**Requirements for a Bachelor of Arts for all (Non-Teaching) Majors in Business Economics, Finance, International Business, Management, and Marketing:** ACCT 201, 202; BUS 201; ECON 201, 202; FNCE 300; STBE 137, 237; MGMT 310, 349; MKTG 209; PHIL 305; INTL 400.

**Requirements for a Marketing Major:** MKTG 322, 328, 347, 348; one of the following: MKTG 311, 330, 398.

**Requirements for a Marketing Minor (for non-business majors):** MKTG 209, 348; three of the following: MKTG 311, 328, 322, 330, 347, 398 or ECON 202.

## Mathematics & Statistics

The department of Mathematics and Statistics offers both a major and minor in mathematics. The B.S. in Mathematics is designed for students who intend to enter the job market immediately after graduation, as well as, students who intend to enter graduate programs in mathematics, statistics, or related areas. Students completing the B.S. in Mathematics can also earn a concentration in secondary mathematics education.

**Requirements for a Bachelor of Science with a Major in Mathematics:** 39 credits of math including MATH 191, 192, WI-220, 290, 291, 300, 301, 320, 370, 380, 390, 400.

**Requirements for a Minor in Mathematics:** 21 credits including MATH 191, 192, 290, 290, 291, 300, 320.

**Requirements for a concentration in secondary mathematics education:** Students will substitute MATH 340 for MATH 400. See the *Iowa Endorsement Secondary Education* section of the Catalog for information on Teacher Education courses.

## Modern Languages and Cultures

The Department of Modern Languages and Cultures offers minors and majors in French and Spanish, as well as a minor in German Studies. Students complete a language and culture minor or major by combining on-campus study with a study abroad experience. A grade of C or better must be earned in each course numbered 300-400 for credit toward the minor or major. Before enrolling for the first time in a language course other than 101, all students must take the placement exam that is available in the Student Success Center. Modern Languages and Cultures faculty members must pre-approve all overseas programs and courses taken to fulfill a language minor or major. See program descriptions below for specific study abroad and other requirements in each language.

### Language Study and General Education

One of the learning outcomes for General Education at St. Ambrose University is novice-high proficiency in a foreign

language. Placement testing is required for all incoming freshmen that do not meet this General Education requirement.

The placement test is available through the Student Success Center, at no cost to the student, and may be taken online. To demonstrate novice-high proficiency, students may do one of the following:

1. Successfully complete one (1) semester of intensive beginning language (103, five credits) at SAU, or transfer equivalent credit from another college or university.
2. Successfully complete two (2) semesters of the same beginning language (101 and 102) at SAU or transfer equivalent credit from another college or university.
3. Complete three (3) years (or more) of study of the same foreign language in high school.
4. Earn a minimum of 6 credit hours on the CLEP Test in a foreign language. (Note: CLEP credit in a given academic subject cannot be awarded if a student has already begun college coursework in that subject.)
5. Earn the appropriate score on the foreign language section of the SAT.
6. Achieve a score on the approved Modern Language placement test for placement in 201 or above.

The department accepts up to 12 semester hours of CLEP credit. CLEP credit cannot be awarded once a student has initiated study at St. Ambrose in the language for which they wish to receive credit. To obtain more information about the CLEP, contact the Student Success Center.

Some courses are not offered every semester. Please consult with the department chair in order to avoid delays in beginning a language sequence.

## French

**Requirements for a Major in French:** A minimum of 18 semester credits of French (at the 300-400 level) and one full semester study abroad. The study abroad program and all course work taken abroad for credit toward a French degree, must be approved by the French advisor or the chair of the department. Students must earn a grade of C or better in all required courses in order to receive credit toward the major or minor.

Take on campus: A minimum of 9 hours at the 300-level on the St. Ambrose campus and FREN 400 (Capstone).

Take abroad: A minimum of 9 hours in French. Courses abroad to be chosen in consultation with the French advisor.

*\*Teaching majors need to complete EDUC 344, and a program of study approved by both their French and Education advisors.*

**Requirements for a Minor:** 12 semester credits of French in courses at the 300-level, at least six of which must be taken on the SAU campus, and a short-term study abroad experience in a program approved by the faculty of the Modern Languages Department. Coursework will be selected in consultation with the French advisor.

## German Studies

*See Interdisciplinary Minors section.*

## Spanish

The Spanish minor and major consist of a combined program in Hispanic Cultural Studies and Hispanic Linguistics. Spanish majors, and to a lesser degree minors, increase proficiency, communicative strategies and cultural knowledge and appreciation. Majors in particular engage in in-depth study of literature, film, art, music, media and other forms of cultural expression of Spanish-speaking countries, while exploring social issues and other worldviews. They expand their understanding of linguistic concepts such as how language is acquired, communicative language teaching strategies, the structure and history of the Spanish language, and variations of Spanish.

Students must earn a grade of C or better in all required courses in order to receive credit toward the major or minor.

### Requirements for a Major in Spanish (non-Education):

1. 27 hours of Spanish courses at the 300-level including: *Core Courses, required [15 credits]:* SPAN 311, 312, 313, 314, and 325; *Choose 4 courses [12 credits]:* SPAN 315, 316, 320, 321, 334, 336, 350, 360. (350 and 360 may be repeated if topic is different)
2. 3 hours of SPAN 400 (the capstone)
3. Study Abroad in a high-language immersion program. The program and courses abroad must be pre-approved by the department. Approved programs vary in length; students should consult with their Spanish advisor for information and planning.
4. 18 hours of coursework in the major must be taken on the SAU campus.

### Requirements for a Spanish Secondary Education Major:

1. 27 hours of Spanish courses at the 300-level including: *Core Courses, required [21 credits]:* SPAN 311, 312, 313, 314, 315, 325, 350; *Choose two courses [6 credits]:* SPAN 315, 320, 321, 334, 336, 350, 360 (350 and 360 may be repeated if topic is different)
2. SPAN 400 (the capstone)
3. Study Abroad in a high-language immersion program. The program and courses abroad must be pre-approved by the department. Approved programs vary in length; students should consult with their Spanish advisor for information and planning.
4. 18 hours of coursework in the major must be taken on the SAU campus.
5. All Secondary Education degree requirements (see the Education department description in this catalog for current information).
6. Spanish Secondary Education Majors should have two advisors: one in Spanish and one in Education.

### Requirements for a Spanish Minor:

1. 18 hours of Spanish courses at the 300-level including: *Core Courses, required [9 credits]:* SPAN 311, 312, 313; *Take at least [9 credits] in:* SPAN 314, 315, 316, 320, 321, 322, 325, 334, 336, 350, 360.
2. Study Abroad in a high-language immersion program. The program and courses abroad must be pre-approved by the

department. Approved programs vary in length; students should consult with their Spanish advisor for information and planning.

3. 15 credit hours at the 300 level must be taken on the SAU campus.

**Spanish Endorsement for Elementary Education:** Students should consult with their advisor in Education to determine the number of Spanish credits they will need for the endorsement. The Modern Languages Department does not require, but highly recommends, the following courses for the Spanish endorsement: SPAN 311, 314, 315 and 325.

## Music

The Music Department prepares students for life-long involvement in and service through music by developing performance skills, aesthetic judgment, historical and cultural understanding and critical thinking.

**Requirements for a Bachelor of Arts Degree with a Major in Music:** MUS 099 (every semester enrolled), 201, 202, 207, 208, 301, 302, 307, 308 with a grade of C or better or successful completion of a sight singing/ear training exam, 319, 325, 326, 327, 407; seven semester credits of applied major in the same instrument or voice, presentation of a junior (half) recital, two semester credits of senior recital, participation in a major ensemble (band, choir or orchestra) each semester of enrollment; completion of MUS 221 and 222; two semester credits of MUS 234, 235, 237, 238, 239, 240, or 242.

### Requirements for a Bachelor of Music Education Degree:

**General and Vocal, K-12 and Instrumental:** MUS 099 (every semester enrolled), 201, 202, 207, 208, 301, 302, 307, 308 with a grade of C or better, or successful completion of a sight singing/ear training exam, 319, 324, 325, 326, 327, 407; completion of MUS 221 and 222. Seven credits of applied major in the same instrument or voice, two credits of senior recital; participation in a major ensemble (band, choir or orchestra) each semester of enrollment (except the student teaching semester).

- **In addition for General and Vocal K-12 track:** MUS 237, 240, 244, 320, 322.
- **In addition for Instrumental track:** MUS 234, 235, 238, 239, 318, 321. For education courses required for a teaching license see the Education Department section.

**Requirements for a Minor in Music:** MUS 099 (four semesters) 201, 202, 207, 208; six credits of MUS 325, 326, 327; four semesters of lessons in the same instrument or voice; four semesters of participation in a major ensemble (band, choir, or orchestra). Recommend: MUS 319.

## Nursing – BSN

### BSN Program Description

The Department of Nursing, as an integral part of St. Ambrose University, shares a mission that is consistent with the mission and beliefs of the university. The faculty assumes the responsibility to educate baccalaureate nurses within the

framework of St. Ambrose University's Christian beliefs and values. The Department of Nursing is committed to program excellence, service to the community, and development of a professional nurse with an appropriate balance of caring, ethical and cultural sensitivity, while applying clinical reasoning based on sound evidence with diverse clients across the lifespan and settings.

The Bachelor of Science in Nursing (BSN) is earned through a four-year program of study. Upon degree completion, the pre-licensure graduate is eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). A different delivery method is designed for Registered Nurses (RN) seeking a BSN, which is referred to as the RN to BSN Program. The RN can earn a BSN within 2 years of full time study with advance placement credit. Differences in RN to BSN program plan of study will be specified within this catalog.

### **Admission Criteria**

BSN students are admitted to the major after completion of required prerequisites and general education courses. Applications for the pre-licensure program must be complete when submitted. The application is available online at: [www.sau.edu/nursing](http://www.sau.edu/nursing).

RN to BSN Students must have completed all but 3 general education courses before applying to the Nursing Program. Students must be admitted to ACCEL prior to applying to the Nursing Program. Applications for RN to BSN students are due March 15 for fall admission and follow the same procedure as outlined for the BSN student applicants.

### **Prior to admission applicants need to:**

- File a completed application for admission to the Department of Nursing. Forms are available on the Nursing website ([www.sau.edu/nursing](http://www.sau.edu/nursing)).
- Complete prerequisite courses with a C grade or higher prior to admission to the Nursing Program:
  - BIOL 101 Principles of Biology
  - BIOL 202 Human Anatomy & Physiology
  - BIOL 204 Advanced Human Anatomy & Physiology
  - BIOL 211 Microbiology
  - CHEM 103 Principles of Chemistry
  - PSYC 105 Intro to Psychology
  - PSYC 212 Life Span Development
  - SOC 101 Intro to Sociology
  - STAT 213 Statistics
- Provide valid certification as a Certified Nursing Assistant (CNA). (If not an RN)
- Provide a copy of a current RN license, if applicable. Students that have had a CNA certification, LPN or RN license revoked in the past are not eligible for admission to or progression within the RN to BSN program.
- Provide proof of health insurance and maintain insurance throughout enrollment in the nursing program.
- Complete a criminal background check.
- Current Health Provider CPR card and maintain current certification throughout enrollment in the nursing program.

- Achieve a cumulative grade point average (GPA) of 3.0 or above. Students with a GPA lower than 3.0 may submit a letter of petition to the Admission and Progression Committee explaining the circumstances related to the GPA and may be admitted on probation.
- Complete necessary health documents and requirements as indicated by the Department of Nursing. Detailed information is available on the Nursing website ([www.sau.edu/nursing](http://www.sau.edu/nursing)).

When a student's primary language is not English, the student may be required to demonstrate English proficiency by sending an official copy of one of the following English test score reports:

- TOFEL iBT minimum of 79
- TOEFL PBT minimum of 600
- IELTS minimum of 6.5

*Please see the nursing department student policy manual for further program requirements and policies.*

### **BSN Program of Study**

In the first semester of the freshmen year, SAU pre-nursing students are strongly encouraged to enroll in New Student Seminar (NSS) 101. During the second, third, and fourth semesters, SAU pre-nursing students are strongly encouraged to enroll in NURS 102, NURS 201 and NURS 202 respectively. These courses will be instrumental in providing students with the most current information about the nursing program.

### **RN to BSN Program of Study**

RNs who desire to earn the BSN degree at St. Ambrose University need to fulfill additional general education and nursing courses. It is advisable to complete the majority of the remaining general education courses prior to completing the required 27 credits of nursing courses. The final 30 credits of core nursing courses include PHIL 310 Biomedical Ethics, which must be completed at St. Ambrose University. The additional general education credits may be completed through a number of options. RNs are encouraged to meet with their assigned academic advisor to select the best approach to meet their learning needs.

The RN to BSN program offers an accelerated course format with most three-credit courses meeting once a week in five, eight, or ten week sessions. RN nursing classes sequence starts in the fall of each year and may include a spring admission. RNs can progress full-time or part-time.

### **Accreditation**

The BSN program at St. Ambrose University is approved by the Iowa Board of Nursing, [nursing.iowa.gov](http://nursing.iowa.gov).

The BSN program at St. Ambrose University is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

### **Degree Requirements for a Bachelor of Science in Nursing:**

Non-licensed nursing students and RN to BSN students are required to complete the general education courses as identified in this catalog. (120+ credits)

**Required Support Courses:** BIOL 101, 202, 204, 211; CHEM 103; PHIL 310 or THEO 319; PSYC 105, 212; SOC 101; STAT 213

**Nursing Courses Required for Non-licensed Nursing Students in BSN Program:** NURS 305, 315, 320, 325, 330, 335, 340, 345, 360, 365, 370, 375, 380, 385, 395, 405, 415, 425, 435, 440, 445, 455, 465, 475, 485, 495.

**Nursing Courses Required for Licensed RN to BSN students\*:** NURS 326, 376, 381, 386, 406, 441, 456, 466, 476, 486.

*\*RN students complete courses at ACCEL and are eligible for advanced placement for courses outlined below:*

Course Number	Core BSN Nursing Curriculum	Advanced Placement Cr
NURS 335	Pathophysiology / Pharmacology I	4
NURS 325	Health Assessment Across the Lifespan	1
NURS 305	Introduction to Contemporary Nursing	3
NURS 320	Nursing Skills I	1
NURS 315	Nursing Process I Across the Lifespan	3
NURS 345	Clinical Application I	1
NURS 385	Nursing Concepts of Mental Health	3
NURS 370	Nursing Process II Across the Lifespan	4
NURS 375	Nursing Skills II	1
NURS 395	Clinical Application II	2
NURS 415	Nursing Process III Across the Lifespan	4
NURS 425	Nursing Skills III	1
NURS 435	Concepts of Women's Health & Reproduction	3
NURS 445	Clinical Application III	2
NURS 495	Advanced Nursing Practicum	2
NURS 475	Leadership & Contemporary Issues	1
<b>Total Associate Degree Advanced Nursing Placement Credits</b>		<b>36</b>

### Nursing Courses with a Clinical Component

According to the State of Iowa Board of Nursing, a nursing course with a clinical component may not be taken by a person:

1. Who has been denied licensure by the State Board of Nursing
2. Whose license is currently suspended, surrendered or revoked in any U.S. jurisdiction.
3. Whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.

### Program Assessment

Pre-licensure students will take national performance exams at the end of selected courses. These computerized exams will provide a score indicating student performance compared to a national norm group of nursing students. After each testing, an individualized remediation program of study is generated for each student. This remediation plan will assist the student to focus on content areas requiring improvement. During the spring of the senior year, students are required to earn a predetermined score on a standardized exit exam in order to complete the NURS 495 Advanced Nursing Practicum course. Students not earning a predetermined minimum score by the end of their senior year will be given an incomplete grade in NURS 495.

### Passing Grades and Repeating Courses

To be eligible for **promotion** to successive courses in the nursing major, a student must:

1. Achieve a grade of C or above in ALL nursing courses and required support courses. A student who receives one unsatisfactory grade (below C, or Withdraw) in a nursing or support course may repeat the course one time.  
A student who has two unsatisfactory attempts (below C and/or withdraws) in nursing or support courses at any time during the program, in either the same course or separate courses, will be dismissed from the nursing program.
2. Achieve a minimum average of 74% on test grades for any theory courses. If the average test scores for a course fall within the D range, the student will receive a D in the course. If the average test scores for a course fall within the F range, the student will receive an F in the course.

### Fees

There are additional fees associated with the nursing program. Estimated fees are listed under the course fees section.

### Philosophy

**Requirements for a Major in Philosophy:** 33 semester credits including PHIL 101, 201, 207, 217, 360, 365, 367, 405 or 420, WI-495; and two courses from 300- or 400-level philosophy.

**Requirements for Philosophy as a Second Major:** 27 semester credits including PHIL 101, 201; two courses from 217, 360, 365, 367, 370, WI-375; two courses from 207, 208, 210, 305, 310, 311, 343, 415; one course from 405 or 420; one other philosophy course, and WI-495.

**Requirements for a Minor in Philosophy:** PHIL 201, 207, 217 (or 360, 365 or 367 with instructor permission), and two courses from 300- or 400-level philosophy.

**Requirements for a Minor in Applied Ethics:** PHIL 207 and four of PHIL 208, 210, 302, 305, 310, 311, 343, 415.

**Requirements for Minor in History of Philosophy:** PHIL 217, 360, 365, 367 and one of PHIL 208, 210, 370, WI-375, 380, 451 or 490.

*\*Courses at the 300 and 400-level require completion of at least one course at the 100 or 200-level.*

## Political Science and Leadership Studies

For more information about Political Science and the Pre-Law program go to [www.sau.edu/Political-Science](http://www.sau.edu/Political-Science).

For information about the International Studies Major, housed in Political Science, see this catalog, or [www.sau.edu/International-Studies](http://www.sau.edu/International-Studies).

All Political Science majors are required to fill out the evaluation form when they declare the major.

### Overview of Departmental Programs

The Department of Political Science offers majors in political science and a teaching major in American government (7-12). A minor is offered in political science, and concentrations are offered in Public Administration, Pre-Law Studies, and International Politics. Interdisciplinary minors are offered in pre-law studies or leadership. The department offers advising for pre-law students regardless of major as well as for political science majors. The political science majors and minors are designed to acquaint students with the broad scope of activities involved in public service.

**Requirements for a Major in Political Science:** 30 semester credits of political science including PSCI 101, 120, 130, WI-400 and STAT 213; plus 15 credits, including 9 credits at 300 level or above, and including at least 1 American Government, 1 International Politics, 1 Political Philosophy, and 1 Pre-Law course.

**Requirements for a Political Science Major with Pre-Law Concentration:** 33 semester credits including PSCI 101, 120, 130, WI-400, STAT 213; plus 18 credits including 4 Pre-Law courses.

**Requirements for a Political Science Major with International Politics Concentration:** 33 semester credits including PSCI 101, 120, 130, WI-400, STAT 213; plus 18 credits including 4 International Politics courses.

Also, an approved set of international courses outside the major to complete general education requirements. Students should also double major or minor in another discipline with an emphasis on international studies such as history, foreign languages, etc. Consult with the chair of political science and the chair of the other department or minor to approve program of study.

**Requirements for a Political Science Major with Concentration in Public Policy and Administration:** 33 semester credits including PSCI 101, 120, 130, WI-400, STAT 213; plus 18 credits including PSCI 360, 365, 370, 375 or 301, plus 6 credits of approved electives at the 300 level.

Public administration students must consult with the Chair of Political Science for approval of electives toward the concentration. Public Administration students are strongly encouraged to double major in another field related to public service, for instance sociology, criminal justice, psychology, etc. Public administration students should also complete an interdisciplinary minor related to their studies such as the organizational leadership minor, the environmental studies minor, or the pre-law minor. For approval of second major and interdisciplinary minor consult with political science chair, the chair of second major department, and the coordinator/director of the appropriate interdisciplinary minor.

**Requirements for a Minor in Political Science:** 18 semester credits including PSCI 101, 120, 130; 9 credits of PSCI, including 6 at the 300 level or above.

**Leadership Minor:** See Interdisciplinary Minors section.

**Pre-Law Studies Minor:** See Interdisciplinary Minors section.

## Psychology

### Bachelor of Arts in Psychology

The Bachelor of Arts degree in psychology is primarily intended for students who plan to enter the job market immediately after completing an undergraduate degree, although it could be used by qualified students as a foundation for post-baccalaureate training in psychology and closely related fields. Students earning the Bachelor of Arts are advised to complete additional work in another program closely tied to the work force (business, communication, economics, criminal justice, or sociology).

The General Education requirement for Mathematical Reasoning will be met through receiving a "C" or better in the statistics course mentioned below (which requires a "C" in Math 171 as a prerequisite or a sufficient placement test score).

**Requirements for a Bachelor of Arts Major: A minimum of 30 credit hours of psychology including PSYC 105, STAT 213 (C or better), PSYC 215 (C or better).**

At least one course from each of the following:

1. **Biopsychology:** PSYC 350, 355, 360, 402, 403.
2. **Clinical:** PSYC 323, 324, WI-342, 332, 343.
3. **Social/Developmental:** PSYC 203, 212, 306, WI-312, WI-314.
4. **Other:** PSYC 205, 321, 325, 327, 328, 348, 331, 414 (strongly recommended for those considering advanced study).

An additional nine credit hours of psychology at the 300 level, to total 30 semester credits.

### Bachelor of Science in Psychology

The Bachelor of Science degree in psychology is intended for students who are contemplating advanced work in psychology or a related field and for students entering the work force immediately after graduation. While the Bachelor of Arts offers more flexibility, the Bachelor of Science more adequately

prepares students for post-baccalaureate education and ensures a broad background in the scientific bases of psychology. Many graduate programs in psychology are increasing the required number of prerequisite hours in the natural sciences and mathematics, regardless of the concentration.

**Requirements for a Bachelor of Science Major: A minimum of 30 semester credits in psychology, including PSYC 105, STAT 213 (C+ or higher), PSYC 215 (C+ or higher), WI-PSYC 404.**

At least one course from each of the following:

1. **Biopsychology:** PSYC 350, 355, 360, 402, 403.
2. **Clinical:** PSYC 323, 324, WI-342, 343, 332.
3. **Social/Developmental:** PSYC 203, 212, 306, WI-312, WI-314.
4. **Other:** PSYC 205, 321, 325, 327, 328, 348, 331, 414 (414 is strongly recommended for those considering advanced study).
5. An additional five credit hours of psychology at the 300 level, to total 30 semester credits.

In addition, Bachelor of Science students must complete BIOL 101 or 199 and 200; CHEM 103, or 105 and 106; PHYS 203 and 204 (required for DPT) or NSCI 105; MATH 171 (or higher level math; MATH 191 is strongly recommended for graduate school).

#### **Bachelor of Science in Behavioral Neuroscience**

The Bachelor of Science degree in Behavioral Neuroscience is designed for students with a focused interest in the biological bases of behavior and thought. This degree is well suited for students contemplating professional or research careers in medicine, pharmaceuticals, physical therapy, veterinary medicine, animal science, neurology, behavioral medicine, or neuroscience. Careers in many of these fields require a post-graduate degree such as a PhD, PsyD, or an MD; however many entry-level positions in medical or pharmaceutical areas also welcome students with a liberal arts background and a Bachelor of Science degree in Behavioral Neuroscience.

**Requirements for a Bachelor of Science in Behavioral Neuroscience: A minimum of 30 semester credits in psychology, including PSYC 105, STAT 213 (C+ or higher), PSYC 215 (C+ or higher), PSYC 331, 355, 360 or 402, WI-404, 403.** Additional credit hours in psychology at the 300 level, to total 30 semester credits.

In addition, Bachelor of Science in Behavioral Neuroscience students must complete BIOL 199, 200 and 202; CHEM 105 and 106; PHYS 203 and 204 (required for DPT) or NSCI 105; MATH 171 (or higher level math; MATH 191 is strongly recommended for graduate school).

#### **Bachelor of Arts in Forensic Psychology**

The Bachelor of Arts in Forensic Psychology is designed for students who are interested in the relationship between psychology and the criminal justice system. The program offers training in psychological theory, research methods, and the application of psychological principles to specific areas in the legal system. The major would provide interdisciplinary background appropriate for students who intend to pursue

careers in psychology, social work, law enforcement, or other criminal justice professions.

**Requirements for a Bachelor in Arts in Forensic Psychology Major:** 51 credits including PSYC 105, 215 CRJU 101, STAT 213; PSYC 306 or SOC 220, PSYC 321, 325, 328, WI-342, CRJU 221, 400, SOC 342, and 3 credits (maximum 6 credits) of PSYC 421.

**Students are to choose one concentration area:**

- **Concentration in Children Services (12 hours):** CRJU 316, PSYC 326, 327, and 384.
- **Concentration in Adult Services (12 hours):** CRJU 231, 313, 314, PSYC 324.

**Internship Program:** Students will be able to receive practical experience in Forensic Psychology by enrolling in fieldwork placements in such settings as forensic psychology hospitals (emotionally disturbed offenders), prisons/jails, and agencies related to the family court or treatment of youthful offenders.

**\*For Secondary Education Majors, Requirements for a Teaching Major in Psychology (7–12):** A minimum of 30 semester hours including: PSYC 105, PSYC 205, STAT 213 (C or better), PSYC 215 (C or better), EDUC 284, and PSYC 324. One course from each of four areas:

1. **Biopsychology:** PSYC 350, 355, 360, 402, 403.
2. **Clinical:** PSYC 323, 332, WI-342, 343.
3. **Social/Developmental:** PSYC 203, 212, 306, WI-312, WI-314.
4. **Other:** PSYC 321, 325, 331, 348 or 414.

*Education courses required for a teaching major are found in the Education Department section.*

**Requirements for a Minor:** 15 semester credits of psychology, including PSYC 105, 215 (C or better), STAT 213 (C or better) and two or more 300-level courses.

**Requirements for a Teaching Minor in Psychology (7–12):** 24 semester credits including PSYC 105, 205, 215 (C or better), 324, EDUC 284, STAT 213 (C or better). Six credits from two of the following four areas:

1. **Biopsychology:** PSYC 350, 355, 360, 402, 403.
2. **Clinical:** PSYC 323, 332, WI-342, 343.
3. **Social/Developmental:** PSYC 203, 212, 306, 312, WI-314.
4. **Other:** PSYC 321, 325, 348 or 414.

**Requirements for Master of Occupational Therapy students completing an undergraduate degree in psychology:** Must meet all requirements for either the Bachelor of Arts (recommended) or the Bachelor of Science degree in Psychology. Some of the course work required for the MOT degree may also meet some of the requirements for the undergraduate degree in Psychology. Students should contact their Psychology faculty advisor for current information.

## Sociology and Criminal Justice

The Department of Sociology and Criminal Justice offers Bachelor of Arts degrees in both Sociology and Criminal Justice. Both curricula provide excellent liberal arts foundations for careers in business, human services, criminal justice, and related fields. While emphasis is placed on developing the skills of scientific inquiry in our students, our courses also emphasize the importance of ethical concerns and social justice within our social lives. Graduates who enter human services work with youth at risk, the elderly, and people experiencing problems related to poverty, substance abuse, or the justice system. The Criminal Justice curriculum develops the knowledge and skills needed for employment in the criminal justice system. In addition, the Bachelor of Arts in Criminal Justice and the Master of Criminal Justice programs are highly integrated so that those who wish to continue their education have the opportunity to complete their Master of Criminal Justice degree in one additional year.

## Sociology

**Requirements for a Sociology Major:** 30 semester credits of sociology, including SOC 101, 220, 260, 301, 407, 430 and 431.

**Requirements for a Sociology Minor:** 15 semester credits of sociology, including SOC 101, 220, 260, and 6 semester credits of 300-level sociology courses.

**Requirements for a Sociology Secondary Teaching Major (7–12):** 33 semester credits in sociology, including SOC 101, 120, 220, 260, 323, 340, 365, 386 and 9 semester credits of sociology electives. For education course requirements, see Education Department section.

**Requirements for a Sociology Teaching Minor:** 30 semester credits in sociology, including SOC 101, 120, 220, 260, 323, 365, 386 and 9 semester credits of sociology electives.

**Gerontology Certificate Program Requirements:** Complete 21 hours, as follows:

- SOC 230, 405, and either SOC 386 or PSYC 348.
- Three or four courses from the following: SOC 331, 336, 380, 399 (Independent study: Directed Research in Aging), PSYC 212, 312, 397, 398, KIN 382, NURS 430.
- If students take only three of the courses in (b) above, then students may take one credit per course up to a total of three credits from the following courses: MGMT 310; MKTG 347; KIN 205, 207, 340, 390, 395; PHIL 310; PSYC 322, 324, 331, 342, 343, 350, 360, 402, 403; SOC 210, 323, 326, 340, 342, 364, 365.

## Criminal Justice

**Requirements for a Criminal Justice Major:** 42 credits in Criminal Justice including:

- Foundational Methods/Understanding:** (15 credits): CRJU 101, 400, 407, 430, and 431.
- Legal/Courts:** (9 credits): CRJU 221, 316, and 411.

- Corrections:** (6 credits): CRJU 231 and 314.
- Law Enforcement:** (6 credits): CRJU 102 and 303
- Justice Issues Electives (6 credits) from the following:** CRJU 313, 499, 487, 250, 342, 421, 410, 420, 401, 402, 403; PSYC 321, 325, 328; or SOC 220, 235, 342.

**Requirements for a Criminal Justice Minor:** 21 semester credits including CRJU 101, 102, 221, 231, 316, 400, and 407.

## Spanish

*See Modern Languages and Cultures*

## Special Studies

St. Ambrose offers registered nurses and allied health professionals a program leading to a Bachelor of Special Studies (BSS).

Registered nurses who have completed an Associate Degree in Nursing or a two-year hospital nursing program may receive up to 60 additional semester credit hours and need to complete at least 60 semester credits to obtain the BSS. Additional hours beyond the 60 credits for nursing studies (up to a maximum of 90 credit hours) may be obtained from college courses taken after completion of nursing studies, through completion of CLEP exams, or for certain non-collegiate programs recognized by the American Council on Education. Registered nurses who have completed three-year hospital diploma programs may receive up to 90 hours of credit and need to complete at least 30 semester credits for the 120 hours required for the BSS.

Allied health professionals (licensed practical nurse, respiratory therapist, radiology technician, and surgical technician or operating room technician) may be able to pursue the BSS. Applicants with degrees or certificates in allied health areas will be subject to a review of their course work to determine what requirements will need to be met to receive the BSS degree.

## Program Delivery Format Options

The BSS may be taken through the St. Ambrose University ACCEL program or through the traditional delivery format on the main campus. For more information about the ACCEL format and admission information, see the ACCEL program section.

## Requirements for the BSS Degree

The credits indicated are the minimum required in each area:

- Skills** (13 credits): All courses required: ENGL 101 (minimum grade of C); a Communication course that includes public speaking as a major component (minimum grade of C); MATH 131, STBE 137, MATH 171 or STAT 213 or higher level math course (minimum grade of C); IL 101; KIN 206 or other Samaritan/activity course.
- Humanities** (9 credits) from the Humanities general education category select: three courses from the following departments: History, English, International Studies, Art, and Music, Theatre or Women and Gender Studies courses.
- Foreign Language or Multicultural Course** (3 credits) Complete the foreign language requirement; or an International Studies or foreign language course; or a

multicultural course from the following list: ENGL 221; GEOG 205; HIST 211, 212, 213, 319, 338; SOC 210; WGS 201, 315.

- **Philosophy, Theology, or Catholic Studies** (9 credits) from the Humanities general education category select: one Philosophy course, one Theology or Catholic Studies course and an additional course either Philosophy or Theology at the 300/400 level.
- **Social Sciences** (6 credits) from the Social Sciences general education category select: two courses.
- **Natural Sciences** (3 credits) from the Natural Sciences general education category select: one course.
- **General Electives** to complete 120 credits.
- **Portfolio and exit essay:** In the semester of graduation, the student will submit a portfolio of sample course work and an exit essay reviewing the partial or complete attainment of the learning objectives for the degree.

*Refer to “Courses that Meet General Education Requirements” in the Degree Information section for more information.*

- **Upper level credits:** 30 semester credits of courses designated at the 300/400 level.
- **Writing Intensive courses:** select two writing intensive (WI) with at least one at the 300/400 level.

*A minimum of 120 semester credit hours with a 2.0 major and cumulative GPA is required for a Bachelor of Special Studies degree.*

## Theatre

**Requirements for a Major in Theatre:** 35 semester credits of theatre courses, including THTR 115, 205, 209, 215, 218, 304, 305, 380, 480 and 18 semester credits of theatre electives.

**Requirements for a Minor in Theatre:** 16 semester credits of theatre courses, including THTR 205, 209, 218, 304, 380, and three semester credits of theatre electives.

**Requirements for a Secondary Speech and Theatre Teaching Major (7–12):** 38 semester credits, including COMM 203, 228, 232, 325, 328, 329; EDUC 345; THTR 202, 205, 209, 304, 305, 312, 380, 480. For education courses required for a teaching major see Education Department section.

**Requirements for a Secondary Speech and Theatre Teaching Minor (7–12):** 25 semester credits, including COMM 232, 228, 325, 328, 329; THTR 202, 209, 312, 380.

## Theology

The Theology Department enables students to come to a mature understanding of and appreciation for faith through examination of the classical Judeo-Christian sources of Scripture, tradition, critical reason and human experience. Our core values are deeply rooted in the Catholic theological tradition, which embraces ecumenical diversity. The department is part of the College of Arts and Sciences and provides general

education classes for all students. It also offers a major, second major and minor in Theology and participates in several interdisciplinary minors including Environmental Studies, Justice & Peace Studies, and Women and Gender Studies. The department houses the Catholic Studies and Justice and Peace minors. The department’s graduate degree, the Master of Pastoral Theology, can be found in the graduate section of this catalog.

### Theology Major

Students who complete a Theology major will be able to demonstrate a variety of critical methods of Biblical Interpretation; apply critical theological methods to the Christian Tradition; reflect on the relationship between theology and practice; and describe key ideas of diverse theological perspectives. Thus, students will be prepared to live their own lives of active faith and to serve others within a faith community and the world.

**Requirements for a Major in Theology:** 33 semester credits in theology including THEO 107 or 110, 101 or 120, 130 or 132 (THEO 160 may substitute for one of these courses with permission from department chair); one course from historical theology including THEO 341, 342, or 344; one course from systematic theology including THEO 320, 321, 322, 323, 324, 325, or 326; one course from biblical theology including THEO 331, 332, 333, 334, 335, 336, or 337; one course from moral or pastoral theology including THEO 301, 303, 304, 305, 310, 311, 316, or 319; Senior Seminar Capstone THEO 499; plus 6 additional Theology credits at the 300 level or above. Majors must maintain a B average in theology courses with no grade lower than a C.

**Requirements for Theology as a Second Major:** 27 semester credits in theology including THEO 107, 110, 120, 130 or 132 (THEO 160 may substitute for one of these courses with permission from department chair); one course in three of the following areas: one course from historical theology including THEO 341, 342, or 344; one course from systematic theology including THEO 320, 321, 322, 323, 324, 325, or 326; one course from biblical theology including THEO 331, 332, 333, 334, 335, 336, or 337; or one course from moral or pastoral theology including THEO 301, 303, 304, 305, 310, 311, 316, or 319; Senior Seminar Capstone THEO 499; plus 3 additional Theology credits at any level.

**Requirements for a Minor:** 15 semester credits of theology including THEO 101 or 120, 110, 130 or 132 and six additional Theology credits at the 300 or above level; Minor should include one course each in scripture, moral theology and systematic theology.

**Requirements for a Concentration in Youth Ministry:** THEO 101, 107, 130, 132, 341, 342, 391-399, recommended.

**Catholic Studies:** See Interdisciplinary Minors section.

**Environmental Studies:** See Interdisciplinary Minors section.

**Justice and Peace Studies:** See Interdisciplinary Minors section.



## Women and Gender Studies

Women and Gender Studies at St. Ambrose is an interdisciplinary program which explores and assesses human experience through the lens of contemporary scholarship on women and gender. The program focuses on issues of diversity and emphasizes student-centered pedagogy and critical thinking.

The program also implements the University's mission in that it creates a climate of learning which "fosters self-respect" and enables participants "to develop intellectually, spiritually, ethically, socially, artistically, and physically in order to enrich their own lives and the lives of others."

Although primarily academic in emphasis, the program assumes a leadership role on a campus with a long tradition of concern for social justice. Further, it recognizes the need to prepare women and men for the multicultural world in which they live and work, a world currently being transformed by feminist scholarship, critical race theory, and activism.

### **Requirements for a Major in Women and Gender Studies:**

(30 credits) including WGS 201, 325, WI-405. In addition, students must complete at least 12 credits from the core courses: ENGL 222, HIST 318, PSYC 203, 312, SOC 325, THEO 324, WGS 210, 310, 315, 320, 330, 340. No more than 9 credits from the affiliate courses: COMM 203, CRJU 487, ENGL 304, KIN-273, PSYC 205, 328, SVLN 201, SOC 325, 340, 323, THEO 305, 310, 321, WGS 350.

**Women and Gender Studies Minor:** See Interdisciplinary Minors section.

## Undergraduate Courses

### Accounting

#### **ACCT 201. Accounting Principles I • 3 credits**

Provides an understanding of the basics of financial accounting and reporting. It includes transaction analysis, recording of transactions in journals and ledgers, accounting for assets, liabilities and owner's equity and preparation of financial statements in accordance with Generally Accepted Accounting Principles (GAAP).

#### **ACCT 202. Accounting Principles II • 3 credits**

Provides a further understanding of the basics of financial accounting and reporting and provides an understanding of the basics of managerial accounting. It includes accounting for capital stock transactions, preparing and analyzing financial statements of corporations, product costing, budgeting and managerial control. Prerequisites: ACCT 201.

#### **ACCT 301. Intermediate Accounting I • 3 credits**

First of three courses offering in-depth analysis of accounting principles and their potential impact on business and the profession. Topics include the conceptual framework, the balance sheet, income statement, and statement of cash flows, current assets and current liabilities. Prerequisites: ACCT 201 and 202 with a minimum of C+ in both courses.

#### **ACCT 302. Intermediate Accounting II • 3 credits**

The objectives of the course are to help students understand and apply advanced Generally Accepted Accounting Procedures. Another objective is to help understand how important it is to apply the standards objectively and ethically. Topics include fixed & intangible assets, contributed capital, investments, revenue recognition, accounting changes & corrections, and statement of cash flows. Offered spring semester. Prerequisites: ACCT 201, 202, 301.

#### **WI-ACCT 303. Intermediate Accounting III • 3 credits**

Specialized analysis of specialized accounting topics including leases, earnings per share, bond transactions, accounting for income taxes and pensions and for foreign currency transactions and subsidiaries. Makes intensive use of cases and presentations. Prerequisites: ACCT 201, 202, 301, 302.

#### **ACCT 305. Income Tax Procedures I • 3 credits**

Study of the federal tax structure, tax policy, tax ethical standards. The course will include the basics of tax research, compliance and administration. This course is organized following the AICPA Model Tax Curriculum. Prerequisites: ACCT 201, 202 both with a minimum grade of C+ in both courses.

#### **ACCT 306. Income Tax Procedures II • 3 credits**

A study of advanced income tax regulations as they relate to the corporation, partnership, pass through entities as well as trusts and estates. The course will integrate the various components of tax planning and policy in business decisions. The course covers

the ever changing tax regulations. Emphasis will include resolving tax issues, understanding the administrative rules and regulations and integrating them into business and personal tax planning. Offered spring semester. Prerequisites: ACCT 201, 202, 305.

#### **ACCT 307. Cost Accounting • 3 credits**

Students apply cost accounting techniques important in managerial decision-making and product costing, including job order costing, process costing, activity-based costing, cost-volume-profit analysis, standard costing and variance analysis, differential cost analysis, capital investment decision models, just-in-time inventory, and quality issues in manufacturing. Prerequisites: ACCT 201, 202 with a minimum of C+ in both courses.

#### **ACCT 312. Accounting Information Systems • 3 credits**

A study of computerized accounting information systems to explain how such systems are designed, used, controlled and protected. Spreadsheet and database assignments are used to show how spreadsheets and databases can be used to help organizations. Prerequisites: ACCT 201, 202, 301.

#### **ACCT 314. Internal Auditing • 3 credits**

An overview of the internal audit function. Topics include establishing the function within an organization, risk assessment, sampling and other quantitative methods, report writing, fraud investigation, and professional ethics. Prerequisites: ACCT 201, 202, 301, 302.

#### **ACCT 360. Accounting Internship • 1-3 credits**

This course provides students with a practical, real world experience in the field of accounting by working under the supervision of an accounting professional. Prerequisites: Instructor permission.

#### **ACCT 401. Advanced Accounting • 3 credits**

An in-depth analysis of advanced, specialized areas of financial accounting. Topics include consolidations, Securities and Exchange Commission (SEC) reporting requirements, partnerships and governmental/non-profit accounting. Prerequisites: ACCT 201, 202, 301, 302.

#### **ACCT 402. Accounting Seminar • 3 credits**

A study of specific accounting topics, issues or themes. The accounting topics covered will vary, and may include accounting ethics, accounting law, standard setters and current accounting problems, recognizing accounting fraud, or advanced sampling. Students may repeat course if it is on separate topic not previously studied for credit. Prerequisites: ACCT 201, 202.

#### **ACCT 415. Auditing • 3 credits**

Detailed analysis of auditing principles and techniques. Topics include professional ethics, internal control, auditors' reports and audit procedures. Prerequisites: ACCT 201, 202, 301, 302.

## Art

### **+ART 100. Drawing Introduction • 3 credits**

A course in the basics of the visual language as expressed in drawing. Students initially draw from direct observation using a variety of media. Lessons progress to increasingly expressive interpretations of content. Concentration on pictorial composition and technical fluency.

### **+ART 135. Introductory Topics in Creative Arts • 3 credits**

Art 135 presents specific topics not covered in regular course offerings. For non-majors as well as majors.

### **+ART 200. Calligraphy for Non-Majors • 3 credits**

An introductory study of Root Alphabets of Western calligraphy, utilizing shaded writing implements such as steel and felt-tipped pens, and brushes for writing and lettering. An understanding of page design is developed as letterforms, page decoration and illumination are combined. Intended for non-art majors.

### **+ART 201. Studio Fundamentals: Painting • 3 credits**

Basic painting principles are investigated using the tools and techniques of tempera, acrylic and watercolor paints. Paintings are created from both observation and imagination. Studies include the value scale, color theory, and color interaction. Intended for non-art majors.

### **+ART 203. Studio Fundamentals: 2-D Design • 3 credits**

This course provides the foundation for working in 2 dimensions. A primary objective of the class is for students to appreciate and experience the many levels of organization relevant to creating successful artwork. In this course the basic elements of design are studied. Line, shape, color and composition are isolated, analyzed and experimented with and appreciated for their communicative power. The course provides an investigation of the ways abstraction delivers meaning. Prerequisites/Corequisite: ART 100.

### **ART 205. Studio Fundamentals: Computers in Art • 3 credits**

An introductory course dealing with the ways in which the computer can be applied to the artistic process. Basic drawing, painting, photo-manipulation, and publishing techniques will be explored, with an emphasis on creative methodology and image making techniques. Prerequisites: ART 100, 203.

### **+WI-ART 207. Studio Fundamentals: Drawing • 3 credits**

An exploration of the expressive possibilities of representational image making. Special emphasis on the physical effects of light, linear perspective, elementary figure composition and creation of narrative. Prerequisites: ART 100.

### **+ART 208. Studio Fundamentals: 3-D Design • 3 credits**

Introductory level course involving the interpretation and application of the basic principles of three-dimensional design to a variety of problem solving experiences. Emphasis on conceptual growth and personal expression through the

investigation of the expressive nature of materials. Prerequisites: ART 100. Corequisite: ART 203 or instructor's permission.

### **ART 210. Graphic Design I • 3 credits**

Design theory, layout and the creative process come together to add purpose and meaning to a variety of visual communications. Fundamentals of typography are explored. Prerequisites: ART 203, 205 and 207.

### **+ART 220. Introduction to Printmaking • 3 credits**

This class is an exploration of monotypes, relief and intaglio printmaking techniques using both one color and multi-color applications. During the class we will examine the processes and concepts of these techniques and the artists who employ them. All assignments will be discussed in class and supported with lectures, presentation of physical prints, demonstrations of material usage, technique demos, and critiques.

### **+ART 231. Photography I - Digital for Non-Majors • 3 credits**

The principles of digital photography are studied in this course. The class will provide the student with an overview of the history and culture of the photographic image as well as the understanding needed to create artful images in the digital realm. Topics include operation of a digital camera, scanning, color theory, basic image adjustment, file management and printing. Intended for non-art majors.

### **+ART 232. Photography I - Digital for Art Majors • 3 credits**

The principles of digital photography are studied in this course. The class will provide the student with an overview of the history and culture of the photographic image as well as the understanding needed to create artful images in the digital realm. Topics include operation of a digital camera, scanning, color theory, basic image adjustment, file management and printing.

### **+ART 233. Photography I - Film • 3 credits**

Beginning course in black & white photography. Student will use their own camera (35mm manually operated SLR) as a creative tool for personal investigation and storytelling. Film exposure and development, print enlargement and basic pictorial composition are covered. Color use will be briefly introduced.

### **+ART 234. Photography II • 3 credits**

Advanced course for students with experience in basic photography. This course is an exploration of the technical and conceptual intricacies of photography as a medium for social expression and communication. Student will develop an understanding of photography on both commercial and artistic levels. Aspects of photographic art direction and photojournalism are explored. Prerequisites: ART 232 or 233 or permission of instructor.

### **+ART 235. Intermediate Topics in Art • 3 credits**

Intermediate topics class with variable art-related content. For majors and non-majors.

### **+ART 303. Figure Composition and Anatomy • 3 credits**

Figure Composition is designed as an intensive study of the

human form. A thorough perceptual understanding of the figure is gained from a combination of study from live models and an overview of the figure's skeletal and muscular systems. The course emphasizes working from life. Prerequisites: ART 203, 207.

**+ART 304. Figure Drawing • 3 credits**

Figure Drawing provides advanced study of the posed human figure and its expressive potential. Experimentation with a variety of media, techniques and concepts expands awareness of the wide stylistic range of figuration. Prerequisites: ART 203, 207, 303.

**ART 306. Illustration • 3 credits**

Study of the uses of drawing, painting and other media in various areas of communication design. Emphasis on creative narrative interpretations, personal style development and professional practices. Techniques, contexts and major practitioners, past and present, are explored. Take two or more of the following prerequisites: ART 201, 205, 303, 307, 330 and junior/senior standing or permission of instructor.

**ART 307. Advanced Printmaking • 3 credits**

An exploration of lithographic and screen-printing techniques that incorporate single and multi-color printing. Studio experiences are designed to elevate understanding in the processes of printmaking, the creation of multiples and conceptual development. A strong emphasis on historical perspectives and contemporary approaches further develops each student's personal style. Prerequisites: 203, 207, 220.

**ART 310. Graphic Design II • 3 credits**

Advanced study of type and image applied to multiple-page documents and three-dimensional forms as they relate to problem solving within professional practice. Design methodology, 4-color process and production techniques are studied. Prerequisites: ART 207, 210, and ART 232 or 233.

**ART 311. Typography • 3 credits**

Study of the historical and practical applications of hand-executed letterforms, digital typesetting, typographic layout & grid systems, and the use of type and hand-written letters as expressive forms of visual communication. Prerequisites: ART 210 or permission of instructor.

**ART 330. Painting I • 3 credits**

Painting I is designed to provide a strong foundation for the study of oil painting. A thorough understanding of the techniques, materials and concepts is developed as awareness of the medium's expressive possibilities is advanced. Prerequisites: ART 100.

**ART 331. Painting II • 3 credits**

Painting II, continues the foundation study of painting. Study of technical aspects of oil painting is combined with awareness of the medium's expressive potential. Prerequisites: ART 330.

**ART 335, 336. Special Topics In Studio Art • 1–3 credits**

Advanced, guided work in chosen medium to meet specific

needs of the art major. Prerequisites: Junior/senior standing, instructor permission.

**ART 337. Photo Processes in Printmaking • 3 credits**

An exploration of image-making methods and production of multiples using non-silver processes. Processes will include, but are not limited to: pinhole photography, cyanotype, gum bichromate prints, polymer photo-etch platemaking, and Xerox transfers. Alternative printing surfaces such as fabric, plastic and glass will be investigated in addition to simple book structures. No camera is required for this course. Prerequisites: ART 203, 207, 220 and 232 or 233.

**ART 338 Letterpress Printmaking • 3 credits**

This is an introduction to Letterpress Printing. The student will develop an awareness of handset lead type, wood type and printing from photo-polymer plates. Technical knowledge of several types of presses as well as a detailed vernacular of the print studio will be addressed. Students will learn important elements of typography and the utilization of type and image in relationship to color and creative page placement (does this mean composition?). Prerequisites: ART 220.

**ART 340. Elementary Art Methods • 2-3 credits**

Concentrates on visual aesthetics, 2 and 3 dimensional arts, national and state art standards, and other information useful to the elementary art teacher. Includes 25 field practicum hours.

**ART 342. Secondary Art Methods • 3 credits**

Concentrates on visual aesthetics, 2 and 3 dimensional arts, national and state art standards, and information useful to the secondary art teacher. Includes 25 field practicum hours.

**WI-ART 360. Art of the Book I • 3 credits**

An introductory exploration of the history of the book, experimentation with a dozen bookbinding methods, the creation of several "artist's books" and the expansion of conceptual attitudes towards the book as a work of art. Additional processes such as pop-ups, marbling and papermaking will be demonstrated and discussed. The student will be responsible for creating a number of artist's books and binding examples as well as contacting and interviewing a current book artist. Prerequisites: ART 220 and two of the following: 205, 307, 337, or 311.

**WI-ART 361. Art of the Book II • 3 credits**

This course provides an opportunity for further investigation of the book as an artistic medium. Students will work on a book that can be produced in a large edition. Advanced bookbinding methods will be studied and an in-depth study of contemporary book arts will be conducted through presentation, research and interaction with working book artists. Prerequisites: ART 205, 220, 360 and any one of the following 307, 337, or 311.

**ART 400. Senior Honors: Fine Arts • 1 credit**

Advanced studio work in student's area of concentration. In addition to completing sufficient artwork for the senior exhibit, students will create a résumé, statement of artistic intent. Additional fee. Prerequisites: ART 431 and instructor consent.

**ART 401. Senior Honors: Graphic Design • 1 credit**

Advanced studio work in student's area of concentration. In addition to completing sufficient artwork for the senior exhibit, students will create a résumé, statement of artistic intent. Additional fee. Prerequisites: ART 410 and instructor consent.

**ART 402. Senior Honors: Book Arts • 1 credit**

Advanced studio work in student's area of concentration. In addition to completing sufficient artwork for the senior exhibit, students will create a résumé, statement of artistic intent. Prerequisites: ART 360 and instructor consent.

**ART 403. Professional Practices • 3 credits**

An overview of contemporary working methods of the professional artist or designer. Topics are those relevant to commercial and fine art, including: documenting and presenting work, entering shows, business operation, interviews, grant writing, and gallery and museum practice. This course bridges academic knowledge and day-to-day business practice in the arts. Contexts of art making, publishing, and selling will be explored. The course will culminate in the completion of a professional résumé, artist's biography, artist's statement, grant proposal, and portfolio. Prerequisites: Junior/senior status or permission of department chair.

**WI-ART 410. Graphic Design III • 3 credits**

Graphic design research, principles, and skills are applied to projects at the professional level. Emphasis is placed on client and target audience needs, production and time constraints. Prerequisites: ART 310 and ENGL 101 with a minimum grade of C.

**ART 411. Web Design • 3 credits**

Exploration of web interface design, usability, and design theory for the onscreen viewing of dynamic content. Comprehensive research, marketing, and user testing strategies are applied to projects that result in working website prototypes. Basics of HTML and CSS are studied. Prerequisites: ART 310.

**WI-ART 430. Painting III • 3 credits**

This course provides an opportunity for further investigation of an artistic medium. Students will work towards a more individualized style and investigate the role of content in art making. Emphasis placed on the development of the skills necessary to convey ideas in a meaningful way. Prerequisites: ART 330, 331 and ENGL 101 with a minimum grade of C.

**ART 431. Painting IV • 3 credits**

This course provides an opportunity for further investigation of an artistic medium. Students will work towards a more individualized style and investigate the role of content in art making. Emphasis placed on the development of the skills necessary to convey ideas in a meaningful way. Prerequisites: ART 430.

**ART 499. Internship in Art • 1–4 credits**

Junior or senior level art students work to gain practical experience in the fields of commercial and fine art. Prerequisites:

Junior or senior art major status and permission of advisor. Pass/No pass course.

## Art History

**+AH 120. Topics in Art History • 3 credits**

An introductory study of specific art historical themes, geographical regions, media, movements or artists. Topics will be announced each semester the course is offered.

**+AH 130. Introduction to Classical Studies • 3 credits**

This course seeks to familiarize students with the interdisciplinary methodology applied to the study of classical civilizations; to develop an acquaintance with the richness of the texts of the classical period; and to recognize the influence of Classical Cultures on the Liberal Arts.

**AH 205. Art Historical Methods • 3 credits**

Introduction to art historical method. Emphasis on doing art history through readings and project work. Prerequisites: AH 250, 251 or permission of the instructor.

**+AH 250. Art Through the Ages I • 3 credits**

An introduction to the different styles and functions of art during the historical periods leading up to the late Middle Ages; provides the tools for understanding the visual culture of each period against the cultural background of their times. Focuses primarily on the Western artistic tradition.

**+AH 251. Art Through the Ages II • 3 credits**

An introduction to the different styles and functions of art during the historical periods from the late Middle Ages through the present day; provides the tools for understanding the visual culture of each period against the cultural background of their times. Focuses primarily on the Western artistic tradition.

**AH 319. Independent Study in Art History • 1–4 credits**

Individual study open to junior and senior art or art history students wishing to do further research in art history. Prior approval of instructor required.

**+AH 320. Advanced Topics in Art History • 3 credits**

An advanced study of art historical themes, geographical regions, media, movement or artists. Topics will be announced each semester the course is offered. Prerequisites: Varies depending on topic.

**+WI-AH 323. Greek Art History • 3 credits**

This course is a survey of the history and culture of Greece from Mycenaean times through the death of Alexander the Great and beyond. This course will focus primarily on the art and architecture of the period, but will also address a survey of primary source documents such as histories, legal and governing texts, classical works of literature, and philosophical works. Prerequisites: AH 250; ENGL 101, with a minimum grade of C.

**+WI-AH 324. Roman Art History • 3 credits**

A survey of Roman culture and history from the founding of the

city in the 8<sup>th</sup> century BC to the collapse of the Western Empire in the 5<sup>th</sup> century AD. This course will focus primarily on the art and architecture of the period, but will also address a survey of primary source documents such as histories, legal and governing texts, classical works of literature, and philosophical works. Prerequisites: AH 250; ENGL 101, with a minimum grade of C.

**+WI-AH 326. Early-Medieval Christian Art and Architecture • 3 credits**

A survey of ancient Christian culture and history from the early Roman Empire to the Medieval West. This course will focus primarily on the art and architecture of the period, but will also address a survey of primary source documents such as histories, legal and governing texts, literary and philosophical works. Prerequisites: AH 250; ENGL 101, with a minimum grade of C.

**+AH 345. Renaissance Art • 3 credits**

A survey of the art history and culture of Western Europe between 1300 and 1517. Studies the effect of the events and movements of the period on political, ecclesiastical, social and intellectual life as well as on the art and architecture of the time, and involves a survey of primary source documents such as legal and governing texts, classical works of literature, philosophical works, theological works and works of art. Prerequisites: AH 251.

**+AH 346. Baroque & Rococo Art • 3 credits**

A survey of the history, art, architecture, and culture of Western Europe in the 17<sup>th</sup> and 18<sup>th</sup> centuries. Prerequisites: AH 251.

**+WI-AH 347. 19<sup>th</sup> Century Art History • 3 credits**

Course material will cover the development of the major movements, ideas, and artists of Western art during the 19<sup>th</sup> century, examining examples within the cultural, social, and political context of their creation. Prerequisites: AH 250, 251; ENGL 101, with a minimum grade of C.

**+WI-AH 350. American Art • 3 credits**

The course covers the major issues and developments in American painting and graphic arts, from the colonial period through contemporary American art. Students will analyze portrayals of the nation's visual icons, investigating the ways the American visual culture has reflected the nation's history. Among the themes to be addressed are: historical development of national imagery, meanings and agendas; representations of race, class and gender; patronage in American art; art and history; art and politics; art and the frontier; art and the landscape. Prerequisites: AH 251; ENGL 101, with a minimum grade of C.

**+WI-AH 351. Art of the Modern World • 3 credits**

Course material will cover the development of the major movements, ideas and artists of Western art, from the late nineteenth through the twentieth-centuries, examining significant examples within the cultural, social and political context of their creation. Prerequisites: AH 251; ENGL 101, with a minimum grade of C.

**+AH 352. Beyond the Western World • 3 credits**

Advanced historical survey of the development of art in non-Western geographic regions. Topics will be announced each semester the course is offered. Prerequisites: Varies depending on topic.

**+WI-AH 353. Russian Art • 3 credits**

This course will follow the evolution of Russian art from the 10<sup>th</sup> century to the present, placing the nation's painting, sculpture, and architecture in a cultural, social, political and historical perspective. Prerequisites: ENGL 101, with a minimum grade of C.

**+WI-AH 354. Contemporary Art • 3 credits**

Survey of contemporary art, beginning with the major art movements since World War II, with special emphasis on the art of the United States and Britain since 1970. Prerequisites: AH 251; ENGL 101, with a minimum grade of C.

**+WI-AH 355. History of Graphic Design • 3 credits**

Survey of the differing styles, periods, significant contributors and developments within the field of graphic design. Course material will cover the development of the major movements, ideas and artists, including precursors to the tradition, illuminated manuscripts, early print technology, the impact of the industrial revolution and photography on visual communications, illustration and poster design, international movements in graphic design (such as Arts and Crafts, or Bauhaus), and significant contemporary artists within the field. Prerequisites: AH 250, 251; ENGL 101, with a minimum grade of C.

**+AH 357. History of Photography • 3 credits**

From photography's invention in the 1830s, artists have both celebrated the medium and feared its effect on their craft. This class will trace the development of photography throughout the twentieth century from its artistic beginnings in America with the Photosecession movement, to the mid-century adoption of a 'straight' aesthetic, to the ascendancy of photography in a post-painting art world. Prerequisites: AH 251.

**+WI-AH 451. Capstone Research Experience • 3 credits**

Directed individual reading, research and writing on a topic approved by the department. Prerequisites: Open only to junior and senior art history majors. Prior approval by instructor required. ENGL 101, with a minimum grade of C.

**AH 490. Internship in Art • 1–4 credits**

Students work to gain practical experience in the discipline of art history. Prior approval of instructor required. Pass/No pass course.

## Astronomy

**+ASTR 201. Astronomy • 3 credits**

Observational descriptions of the moon, stars, planets and galaxies. Theories of their origin and evolution. Use of

telescopes and other observational equipment, and analysis of observations. Two lectures and one lab per week.

**+ASTR 221. Stellar Astronomy • 3 credits**

Detailed observational descriptions and analysis of stars, star clusters, nebulae, and other related phenomena. Theories of their formation, evolution, and death. Combined lecture/laboratory sessions. Prerequisites: MATH 171 or equivalent.

## Biology

**+BIOL 101. Principles of Biology • 4 credits**

Introduction to the science of biology including genetics, evolution, ecology, and molecular biology, with special reference to human biology. Lecture and laboratory. For non-science majors. Prerequisites/Corequisites: MATH 171 or higher.

**+BIOL 106. Human Genetics • 3 credits**

Introduction to principles of classical and molecular genetics and their application to human biology and society. Topics include human genetic disease, medical genetics and reproductive technology, biotechnology, and genetic engineering.

**+BIOL 109. Environmental Science • 3 credits**

Application of basic ecological principles to human environment, including current and future energy sources, population growth and control, pollution, and world food supply. For non-science majors.

**+BIOL 112. Humans and Disease • 4 credits**

An introduction to the biological sciences with a special focus on the functioning of the human body in health and disease. For non-science majors. Lecture and laboratory.

**+BIOL 115. The Biology of Cancer • 3 credits**

This course is designed to introduce non-science majors to science in a specific context: cancer. We will examine what is currently known about the nature, origins, and treatment of cancer along with the impact of cancer on the individual and society. For non-science majors.

**+BIOL 120. Forensic Biology • 4 credits**

Exploration of theory and application of scientific principles commonly used in solving crimes. Science comes alive as you learn how toxicology, serology, biological fluids, DNA, hairs, fibers, insects, bloodstain patterns, fingerprints, ballistics and other evidence is analyzed and interpreted. Lecture and laboratory.

**+BIOL 123. Selected Topics in Biology • 2-4 credits**

Investigation of selected biological topics not treated in regular department course offerings.

**+BIOL 199. General Biology I: Foundations of Living Systems • 4 credits**

An introduction to the theory of evolution, basics of cell chemistry and functioning, and both classical and molecular genetics. Laboratory is inquiry based and concentrates on the development of hypotheses and experimental design.

Prerequisites/Corequisites: MATH 171 or 191. Corequisites: BIOL 199L.

**BIOL 200. General Biology II: Functioning of Living Systems • 4 credits**

An introduction to the comparative anatomy and physiology of plants and animals. Laboratory is inquiry based. Prerequisites: BIOL 199, MATH 171 or equivalent. Corequisites: BIOL 200L.

**BIOL 201. Diversity of Living Systems • 4 credits**

Study of classification and systematics of viruses, bacteria, fungi, plants, invertebrate and vertebrate animals. Exploration of ecological systems. Primary literature introduction and inquiry driven laboratory investigation. Prerequisites: BIOL 199.

**BIOL 202. Human Anatomy and Physiology I • 4 credits**

Systems-based introduction to the structure and function of the human body including the study of cell structure and organization, histology, the digestive system, metabolism, the skeletal system (including joints), muscle tissue and the muscular system, neural tissue, the spinal cord, and spinal nerves. Students are trained in critical thinking and application through the use of clinical case studies. The course comprises the first semester of a year-long sequence, including BIOL 204, and is intended to fulfill prerequisites for graduate programs such as Occupational and Physical Therapy or Physician Assistant. Lecture and laboratory. Prerequisites: One of the following: BIOL 101, 199, 200 or 112; CHEM 103 or 105. Corequisites: BIOL 202L.

**BIOL 203. Cadaver Dissection Lab • 1 credit**

A laboratory using a regional approach to anatomy utilizing human anatomical specimens (cadavers). Students gain knowledge of human anatomy and dissection experience. Enrollment is determined on a competitive basis. Applications are available from the instructor and on the Biology web page and are due March 1 each year. Pass/No Pass course. Corequisite: BIOL 202. Offered fall semester. Instructor consent required.

**BIOL 204. Human Anatomy and Physiology II • 4 credits**

Systems-based introduction to the structure and function of the human body including the study of the brain and cranial nerves, the autonomic nervous system, the endocrine system, the reproductive system, the cardiovascular system, the lymphatic system and immunity, the respiratory system, and the urinary system. Students are further trained in critical thinking and application through the use of clinical case studies. The course comprises the second semester of a year-long sequence, including BIOL 202, and is intended to fulfill prerequisites for graduate programs such as Occupational and Physical Therapy or Physician Assistant. Lecture and laboratory. Prerequisites: BIOL 202 with a minimum grade of C. Corequisite: BIOL 204L.

**BIOL 211. Introductory Microbiology • 4 credits**

Introduction to the cellular structures, genetic processes, metabolic activities, pathogenicity, and benefits of microorganisms with an emphasis on prokaryotes and their interactions with humans. Lecture and laboratory. Prerequisites: BIOL 101 or 199. Corequisites: BIOL 211L.

**BIOL 223. Special Topics in Biology • 3 credits**

Investigation of selected biological topics not treated in regular departmental course offerings. Prerequisites: BIOL 199.

**BIOL 251. Fundamentals of Microbiology • 4 credits**

Survey of microbial world with an emphasis on evolutionary principles underlying microbial diversity. Microorganisms from each of the three domains of life will be examined with a focus on the evolutionary relationships among organisms and their impact on the ecology and evolution of the macroscopic world, including humans. Laboratory focuses on the use of microbiological techniques to address student-developed hypotheses. This course may be used to fulfill the diversity requirement of the BS Biology major. Lecture and Laboratory. Prerequisites: BIOL 199, minimum grade of C; CHEM 105 recommended.

**WI-BIOL 300. Biological Literature and Research • 3 credits**

Introduction to literature searching, critical reading and scientific writing in the biological sciences. Required for biology majors. Prerequisites: BIOL 199 and 200 or 201; ENGL 101, with a minimum grade of C; Sophomore standing.

**BIOL 301. Cell and Molecular Biology • 4 credits**

Introduction to principles of cell structure and function with emphasis on eukaryotic cells. Laboratory focuses on current techniques in cell and molecular biology. Lecture and laboratory. Prerequisites: BIOL 199, 200; CHEM 105, 106, 207, 209; MATH 171 or equivalent. Corequisite: BIOL 301L.

**BIOL 303. Genetics • 4 credits**

Principles of heredity including classical and molecular genetics. Lecture and laboratory. Prerequisites: BIOL 199; 200 or 201; CHEM 106.

**BIOL 307. Ecology • 4 credits**

Principles of interactions of naturally occurring plant and animal populations with their physical/biological environments. Lecture and lab. Prerequisites: BIOL 199, 200; CHEM 105; MATH 171 or equivalent; STAT 213. Corequisite: BIOL 307L.

**BIOL 321. Special Topics in Field Biology and Ecology • 2–3 credits**

Extended field investigations of major world biomes. One three-week field trip required. Prerequisites: One semester of college-level biology and permission of instructor.

**BIOL 323. Special Topics in Biology • 2–3 credits**

Investigation of selected biology sub-disciplines not treated in the department's regular offerings.

**BIOL 330. Recombinant DNA Techniques • 4 credits**

Instruction and experience in the manipulation and study of genetic material. Introduction to some instruments and techniques used in a modern molecular biology laboratory. Prerequisites: BIOL 199, 200, or instructor permission.

**BIOL 348. Evolution • 3 credits**

Introduction to theory of organic evolution including discussion of mechanisms of evolutionary change and the history of life. Prerequisites: BIOL 301, 303, and 307, or instructor permission.

**BIOL 399. Internship in Biology • 2–5 credits**

Work experience with professional supervision in any field of biology or its allied health professions. Prerequisites: Junior standing in biology and instructor consent.

**BIOL 401, 402. Biological Research I, II • 1–3 credits**

Investigation of a specific research problem in the biological sciences. Prerequisites: Consent of advisor and instructor.

**BIOL 550. Human Gross Anatomy • 5 credits**

This intense, eight-week advanced course in the study of the human body involving cadaver dissection. A regional-based approach emphasizing the relationships of anatomical structures will be used. Students will apply knowledge of anatomy to clinical practice. Some discussion of embryonic development and how it relates to adult anatomy will occur. Also, students will be introduced to cross-sectional anatomy and radiology as it pertains to medical imaging. Lecture and laboratory. Prerequisites: Admission to Master of Physician Assistant Studies (MPAS) program or permission of instructor.

## Business

**BUS 201. Legal Environment of Business • 3 credits**

A practical overview of the law in relation to the transaction of business, with particular attention given to the study of material on law and regulation for managers. Prerequisites: Sophomore standing or above.

**BUS 341. Internship in Business • 3–6 credits**

Competitive placement with selected businesses and non-profit agencies. Prerequisites: Junior or senior standing.

**BUS 345. Independent Studies • 3 credits**

Available for credit in economics or business administration. Approval requested through department chair.

## Catholic Studies

**+CATH 201. Introduction to Catholic Studies • 3 credits**

Interdisciplinary foundations course. Students receive an introduction to the rich heritage of the Catholic intellectual tradition, including Church teachings, Catholic literary and artistic expressions, and contemporary issues in the Catholic community. Prerequisites: One 100- or 200-level theology course or instructor permission.



**+CATH 355/EDUC 355. Methods of Teaching the Catholic Faith (K-12) • 3 credits**

Designed to provide students interested in teaching religion in Catholic K-12 programs an orientation to Catholic Catechesis and an exploration of topics generally taught at the K-12 levels including faith, liturgy and sacraments, Catholic morality, prayer and spirituality, and scripture. Students will also complete a practicum experience in teaching the Catholic faith at a selected grade level. Prerequisites: EDUC 205 or 207; 6 credits from THEO or CATH.

**+CATH 401. Catholic Studies Capstone • 1-3 credits**

This course consists of a student selected/faculty approved experience to be completed prior to graduation which combines field experience and individual research. The capstone project/paper affords the student an opportunity to assess their understanding of the Catholic Intellectual tradition as applied to their field of study and chosen profession. Prerequisites: CATH 201, THEO 141 and at least 6 credits in Catholic Studies minor.

## Chemistry

**+CHEM 103. Principles of Chemistry • 4 credits**

Survey of concepts and applications for students in health-related majors such as nursing and human fitness and performance that require only one semester of chemistry. Topics selected from inorganic, organic, and biological chemistry. Lecture and laboratory. Prerequisites/Corequisites: MATH 171.

**+CHEM 104. Chemistry for Engineering Students • 4 credits**

This is a one semester course in chemistry for engineering majors. Topics include the theories of atomic and molecular structure, chemical equations and stoichiometry, chemical thermodynamics, kinetics, equilibrium and electrochemistry. The laboratory develops lab skills and re-enforces the lecture topics. Prerequisites/Corequisites: MATH 171; engineering majors.

**+CHEM 105. General Chemistry I • 4 credits**

Introductory course required of all chemistry, biology, and exercise science majors. Basic principles and terminology including atomic and molecular structure, nature of chemical bonds, states of matter and reaction stoichiometry. Lecture and laboratory. Prerequisites or Corequisites: MATH 171; high school chemistry recommended.

**CHEM 106. General Chemistry II • 4 credits**

Continuation of CHEM 105. Topics include kinetics, equilibria, thermodynamics, electrochemistry, acid-base chemistry and topics in descriptive chemistry of metals, non-metals and organics. Lecture and laboratory. Prerequisites: CHEM 105; MATH 171.

**CHEM 108: Introduction to Chemical Research (Honors) • 1 credit**

This laboratory course focuses on chemical research, including learning instrumental methods routinely used. Working in teams, students identify a problem suitable for study, formulate

a research plan, collect and analyze data and present their results. Prerequisites or Corequisites: CHEM 106 and instructor consent. This course may be repeated one time.

**CHEM 110. Laboratory Safety • 1 credit**

Fundamentals of laboratory safety. Satisfies OSHA Right-to-Know training for student laboratory workers. Topics discussed include regulatory codes, guidelines and techniques in lab safety, identification and handling of hazards, information resources, and emergencies. Lecture only. Prerequisites: CHEM 105.

**+CHEM 120. Chemistry of Art • 3 credits**

Introduction to chemical principles for non-science majors with emphasis on the application of chemistry to the media and processes used in art. Studies investigate properties and formulations of materials as well as the chemical and physical changes that occur in their use. Lecture and laboratory.

**CHEM 150. Career Exploration in Chemistry • 1 credit**

Students will investigate various career options within the chemical sciences through reading information on specific job opportunities provided by professional organizations, engaging in job shadowing experiences and informal discussions with professional chemists. Prerequisites: Chemistry 105. Pass/No Pass.

**CHEM 207. Organic Chemistry I • 3 credits**

Introduction to the structure, nomenclature and reactions of important classes of organic compounds including hydrocarbons, halides, alcohols, ethers, and carbonyl compounds. Structure-reactivity relationships and basic reaction mechanisms are stressed. Prerequisites: CHEM 106.

**CHEM 208. Organic Chemistry II • 3 credits**

A continuation of CHEM 207. Topics include molecular orbital theory of conjugated systems, electrophilic and nucleophilic aromatic substitution, carbanion reactions, the chemistry of nitrogen-containing compounds and further work with stereochemistry. Strategies for organic synthesis are introduced and illustrated throughout the course. Prerequisites: CHEM 207.

**CHEM 209. Organic Chemistry Laboratory I • 1 credit**

Theory and practice of methods for preparation, purification and characterization of organic compounds. Techniques studied include recrystallization, distillation, extraction, chromatography and determination of physical properties. Prerequisites or Corequisites: CHEM 207.

**CHEM 210. Organic Chemistry Laboratory II • 1 credit**

Continuation of CHEM 209. Emphasizes use of modern instrumental methods for monitoring chemical reactions and elucidation of structures of organic compounds. Practice provided in the collection and interpretation of data using mass, ultraviolet-visible, infrared and nuclear magnetic resonance spectrometers. Prerequisites: CHEM 209.

**CHEM 301. Quantitative Inorganic Analysis • 4 credits**

Study of the theory of chemical equilibria as it applies to gravimetric and volumetric analysis and electrochemistry. Laboratory experience with basic quantitative techniques, including statistical methods of data analysis, is included. Lecture and laboratory. Offered alternate years. Prerequisites or Corequisites: CHEM 207.

**CHEM 303. Instrumental Analysis • 4 credits**

Basic theory, operation, and application of techniques of instrumental chemical analysis. Includes spectroscopy, chromatography, and electrophoretic methods. Lecture and laboratory. Offered alternate years. Prerequisites: CHEM 301.

**CHEM 313. Physical Chemistry I • 4 credits**

Principles and applications of theoretical chemistry including thermodynamics, quantum mechanics and kinetics. Lecture and laboratory. Offered alternate years. Prerequisites: CHEM 106, MATH 192 and PHYS 204 or 251.

**CHEM 314. Physical Chemistry II • 4 credits**

Principles and applications of theoretical chemistry including thermodynamics, quantum mechanics and kinetics. Lecture and laboratory. Offered alternate years. Prerequisites: CHEM 106, MATH 192 and PHYS 204 or 251.

**CHEM 319. General Biochemistry • 3 credits**

Application of chemical principles to the study of living systems. Structure and chemical properties of biomolecules are discussed, followed by analysis of important metabolic processes within the cell. Lecture only. Prerequisites: CHEM 207 or instructor consent.

**CHEM 320. Biochemistry Laboratory • 1 credit**

The lab provides experience with macromolecular separation and characterization. Corequisites: CHEM 319.

**CHEM 321. Advanced Inorganic Chemistry • 4 credits**

Advanced topics in inorganic chemistry emphasizing structure, periodicity, bonding, spectroscopy, transition metal chemistry and reactions. Lecture and laboratory. Offered alternate years. Prerequisites: CHEM 314.

**CHEM 333. Environmental Chemistry • 4 credits**

In-depth study of the environment using chemical principles. Covers the sources, reactions, transport, effects and fates of chemical species in water, soil and air environments. Laboratory provides experience with environmental analysis techniques. Lecture and laboratory. Offered alternate years. Prerequisites: MATH 192, CHEM 303.

**WI-CHEM 350. Introduction to Chemical Literature and Writing • 2 credits**

Introduction to literature searching, critical reading, and scientific writing. Required of all majors. Offered alternate years. Prerequisites: CHEM 210; ENGL 101, with a minimum grade of C.

**CHEM 428. Chemical Research I • 1 credit**

Study of a research problem in current chemistry. One hour conference and two three-hour laboratory sessions per week. Prerequisites: Instructor consent.

**CHEM 429. Chemical Research II • 2 credits**

Study of a research problem in current chemistry. One hour conference and two three-hour laboratory sessions per week. Prerequisites: CHEM 428 and instructor consent.

**CHEM 440. Chemistry Internship • 1–2 credits**

Students work part time in the laboratories of local industrial, clinical or government employers, gaining practical experiences in the application of chemistry to “real world” problems. Prerequisites: Instructor consent.

## Communications

**+COMM 129. Introduction to Public Speaking • 3 credits**

Introduction to public speaking principles, emphasizes fundamentals of organization, development and delivery of informative and persuasive oral presentations. Extemporaneous style of delivery stressed.

**+COMM 132. Survey of Human Communication • 3 credits**

Introduction to human communication theory in a variety of communication contexts including but not limited to interpersonal, small group and public speaking. Students will apply these theories and skills in oral presentations, group projects, and formal papers.

**+COMM 203. Interpersonal Communication • 3 credits**

Introduction to intrapersonal and interpersonal communication processes, perception, and decision-making. Verbal and nonverbal codes, transactional styles, and techniques of enhancing interpersonal relationships.

**COMM 224. Radio and Television Production • 4 credits**

Theory and intense studio practice in all phases of radio and television production, culminating in presentation and critical evaluation of student-created programs. Minimum course grade of C+ required for major.

**COMM 225. Introduction to Visual Communication • 3 credits**

Introduction to the practical, theoretical and evaluative aspects of layout and design for printed or on-screen presentation. Includes hardware, software and terminology using personal computers for desktop publishing or website creation.

**+COMM 228. Argumentation and Advocacy • 3 credits**

Introduction to principles of argumentation. Emphasizes critical analysis of evidence through reasoning and persuasion, as well as the use of argumentation theories and components. Students will apply concepts in oral presentations, group projects and formal papers.

**WI-COMM 230. Media Writing • 3 credits**

First in a sequence of courses designed to develop skill in basic

reporting and newswriting techniques. Focuses on writing and reporting for newspapers and organizations. Establishes the foundation for public relations and broadcast writing. Prerequisites: ENGL 101, with a minimum grade of C.

**COMM 232. Media and Society • 3 credits**

Study of ethics, rights, responsibilities and the place of mass media in social change and social planning.

**COMM 233. Topics in Communication • 3 credits**

Studies various topics associated with the field of communication. Specific topics are chosen by the faculty pursuant to faculty and student interest. Course may be repeated when topic changes. Prerequisites: COMM 232.

**COMM 240. Principles of Public Relations • 3 credits**

The history, tools and theories of public relations. Studies how public relations fits into an organization's marketing program; the practice, procedures and duties of public relations professionals; and tactics used to develop a communication plan consistent with the organizational goals.

**COMM 251. Public Relations Techniques • 3 credits**

Intermediate course in reporting and writing news, features, releases, newsletters, fact sheets, press kits, direct mail, advertising as well as basic business documents used in professional public relations. Stresses information gathering, excellence in writing, and adherence to professional style. Prerequisites: COMM 230.

**COMM 305. Media Theory and Ethics • 3 credits**

Study of ethical, theoretical, and historical principles and the application of these principles to situations relevant to decision-making in mass media. Using case studies and current events, this course, which builds upon the information learned in COMM 232, helps the student integrate the principle studies with the practical, everyday conflicts present in today's mass media. Prerequisites: COMM 232. Offered Fall only.

**WI-COMM 306. Group Dynamics and Methods of Decision-Making • 3 credits**

The course emphasizes the relationship between the dynamics of group processes and their effect on the methods by which decisions are made. Key concepts include but are not limited to cohesion, norms, socialization, roles and decision-making tools. Group presentations are required, and all papers will adhere to APA guidelines. Prerequisites: ENGL 101, with a minimum grade of C; Junior status or permission of instructor.

**COMM 323. Advertising Copy • 3 credits**

Intermediate course in planning and writing print, electronic media, out-of-home, and Web-based writing for consumer and b2b advertising. Students will analyze and create messages for advertisements in a variety of media with emphasis on information gathering, persuasive writing, and integration of verbal and visual elements of the message. Prerequisites: STBE 137; COMM 225, 230.

**COMM 325. Introduction to Speech Pathology • 3 credits**

Review of language development, nature, causes and treatment of speech and hearing problems using assistive technology and augmentative communication systems. Practical course for early childhood, elementary, secondary, and special education teachers.

**COMM 326. Communication and Technology • 3 credits**

Relationship between communication and technology. Emphasis on the historical nature of the relationship and how new technologies influence human communication in the context of interpersonal, groups, organizations and society.

**COMM 327. Organizational Communication • 3 credits**

Emphasizes planning, organization and control. Examines how systems work, role of internal communication, flow, content, interpretation of messages, problem-solving, avoiding communication breakdowns, changing attitudes, motivation, leveling, interpreting management's point of view. Investigates internal and external types of communication, dyads, interviewing and counseling, selling and persuading.

**+COMM 329. Business and Professional Speaking • 3 credits**

Principles and strategies of presentational speaking in a professional business setting. Focus is on the presentation of demonstration, explanation, and team sales presentations. Emphasis given to the use of visual aids including but not limited to overhead projections and PowerPoint presentations. Prerequisites: Sophomore status or Instructor permission. Recommended: COMM 129 or prior public speaking experience; Junior standing.

**WI-COMM 331. Advanced Media Writing • 3 credits**

Experience in beat reporting, exploration of depth reporting and features, editing, headline writing and page layout. Prerequisites: COMM 230; ENGL 101, with a minimum grade of C.

**COMM 332. Print News Practicum • 1–6 credits**

Supervised experience in print journalism working with *The Buzz*, 1–3 credits each semester not to exceed six credits toward graduation. Prerequisites: Instructor consent required.

**COMM 334. News Broadcasting • 3 credits**

Learning to report, write and edit for radio and TV news. Topics include writing for the ear, audio and video usage, developing sources and story ideas, interviewing, story structure, picking sound bites, producing and ethics. Stories are submitted for airing on KALA or TV-11. Prerequisites: COMM 224, 230. Offered Fall only.

**COMM 335. Techniques in Audio Production • 3 credits**

The applied integration of sound, context, function, aesthetics and technology in digital audio for contemporary media production. Focuses on the elements of sound and sound aesthetics, as well as digital recording, storage, distribution and editing techniques in the design and development of audio projects for radio, television, and Web applications. Prerequisites: COMM 224. Offered Fall only.

**COMM 337. Television Practicum I • 3 credits**

Students work on SAUtv programs, especially weekly *Dateline SAU* newscast, to write, shoot, anchor, produce and direct on a rotation basis. Each week, one class is used for planning/critique and the other for actual production. Lab students also help with other productions where limited television experience is required, are assigned crew positions, and have opportunities for on-the-air experience in all phases of studio and remote production. Prerequisites: COMM 224.

**COMM 338. Television Practicum II • 3 credits**

Advanced practical experience in studio and remote programs produced by SAUtv. Students work as floor directors, camera operators, news photographers, announcers, nonlinear audio and video editors, directors, producers, and as audio, video and lighting technicians. Prerequisites: COMM 224, 337; or instructor permission.

**COMM 339. Broadcast Technologies • 3 credits**

User/operator/manager-oriented course in present and future technologies for communication industries. Advanced desktop communication techniques are included. Prerequisites: COMM 224, 225, 337, 338. Offered Spring only.

**COMM 340. Global Communication • 3 credits**

Explores how diverse underlying cultural orientations and patterns influence communication behaviors within and between cultures. Theoretical and practical aspects of intercultural communication will be addressed with a focus on how students can apply alternative communication strategies that result in effective intercultural outcomes. Prerequisites: Junior status.

**COMM 353. Cases and Research in Strategic Communication • 3 credits**

Introduction to the methods of information gathering used to plan and evaluate public relations strategies and campaigns. Includes secondary research, focus group research, content analysis, and survey research. Prerequisites: COMM 230, STBE 137.

**COMM 354. Advanced Reporting • 3 credits**

Supervised experience developing, researching writing and presenting campus and local news. Students will function in class as beat reporters for either KALA-FM or TV-11. Prerequisites: COMM 224, 230, 334. Offered Spring only.

**COMM 360. Special Topics in Communication • 3 credits**

This course studies various topics associated with the field of communication. Specific topics are to be chosen by the faculty pursuant to faculty and student interest. Course may be repeated when topic changes.

**COMM 361. Topics in Strategic Communication • 3 credits**

An intermediate course in which students learn to creatively use the principles, theories, and tools associated with public relations, advertising, and social media to identify, establish and maintain mutually beneficial long-term relationships between organizations and their publics. Prerequisites: COMM 232.

**WI-COMM 375. Media Programming and Management • 3 credits**

A study of past and present media programming philosophies and techniques, with an eye toward addressing future programming trends, and the needs of the industry from the perspective of programmers and managers. Media organization, structure, and behavior will also be studied. Writing projects will be used as a means for the practical application of the theories studied. Prerequisites: ENGL 101, with a minimum grade of C; Junior/Senior status. Offered Spring only.

**COMM 390, 391. Independent Study in Communication • 1–2 credits**

Directed individual research, writing and production on approved project. A student may register for one or two credits in any given semester, and may repeat the course for not more than two credits. Prerequisites: Instructor consent required.

**COMM 394, 395. Independent Study in Public Address and Forensics • 2 credits**

Individual research and fieldwork in communication as used in industry, business, government or in political, civic, and professional organizations, and as an educational tool. Prerequisites: Instructor consent required.

**COMM 399. Internship in Communication • 2–5 credits**

Students study in a professional environment. Experience assumes agreement between student and instructor on the learning contract, placement, academic project and placement evaluation. Internship requests should be made to the department chair one semester prior to placement. The student will complete a résumé to be used in interviewing for the internship. Final grade includes completion of a daily journal, evaluation of the academic project and personnel evaluation by the organization. Prerequisites: Instructor permission, approval by department chair.

**WI-COMM 405. Strategic Communication Campaigns • 3 credits**

Advanced course in researching, planning, communicating and evaluating a communication campaign. Special attention given to public relations and marketing communication. Course uses case studies and a final campaign project to provide a practical application of theories. Prerequisites: COMM 240, 251; ENGL 101, with a minimum grade of C. Pre/Co-Requisites: COMM-353.

**WI-COMM 432. Media Law • 3 credits**

Provides understanding of historical, legal and ethical issues involved in freedom of expression. Principles and case studies in communication law, constitutional guarantees, libel, privacy, contempt, privilege, copyright, regulatory agencies, and public policy. Discussion of major court decisions in each area of communication law and historical/political climate out of which the cases emerged, provide the framework of the course. Prerequisites: ENGL 101, with a minimum grade of C; Junior/Senior status.

**COMM 454. Contemporary Journalism • 3 credits**

Capstone course in writing/reporting sequence. Students study the best in American journalism across print, broadcast and digital media and examine that work in the context of contemporary standards. Students will use these techniques and standards while developing research, writing and presenting news for media audiences. Prerequisites: COMM 224, 230, 232, 334; ENGL 101. Offered Spring only.

**COMM 475. Convergent Electronic Production Capstone • 3 credits**

Students produce a trailer and prospectus for a new audio or video program. The trailer employs a structure appropriate to the genre of the proposed program and advanced techniques of shooting and editing, including hand-held and stationary cameras, audio and microphone techniques and field lighting. In the prospectus, students apply audience analysis and management principles as well as media law and theory to support their projects. Includes discussion of career opportunities and preparation of an audition portfolio used in seeking employment. Prerequisites: COMM 224, 305, 337, 375, and 432.

**Criminal Justice****+CRJU 101. Introduction to Criminal Justice • 3 credits**

Historical and philosophical account of the development of American criminal justice with emphasis on constitutional requirements. Survey of enforcement, court and corrections subsystems on a national, state and local level.

**CRJU 102. Introduction to Law Enforcement • 3 credits**

Introduction to the social scientific study of police in the United States. The historical development of police, the functions of police, different types and styles of policing, and factors affecting policing in the U.S. will be examined. Prerequisites: CRJU 101.

**CRJU 221. Criminal Law and Procedure • 3 credits**

Examines the goals and purposes of American criminal law. Explores elements of crime, criminal defenses, and basic police procedures, such as searches and seizures, interrogations, and testimony will be explored. Prerequisites: CRJU 101.

**CRJU 231. Contemporary Corrections • 3 credits**

Developmental history of American corrections with emphasis on contemporary issues related to the correctional system and process, correctional clientele, treatment of inmates in institutions and community programs and the future of correctional practice. Prerequisites: CRJU 101.

**CRJU 250. Applied Criminal Justice Issues • 3 credits**

Examines each branch of the criminal justice system for examples of current ethical problems. Examples include prosecutorial, misconduct, the application of excessive force, police brutality, racial profiling, and passing and enforcing unjust laws. Prerequisites: CRJU 101.

**CRJU 303. Police, Problems, and Practices • 3 credits**

Examines how law enforcement agencies, faced with budgetary constraints, balance social, legal and political interests when developing responses to community problems. Issues of accountability and responsibility, civil liability, and integration of technology, police misconduct, excessive use of force, and selection are explored. Prerequisites: CRJU 101, 102.

**CRJU 313. Offender Treatment and Theories • 3 credits**

Discusses the foundations of correctional settings. Theories pertaining to the treatment of offenders will be discussed as well as the classification of offenders. Prerequisites: CRJU 101.

**CRJU 314. Probation, Parole, and Community Corrections • 3 credits**

Examination of probation and parole, treatment philosophies, and strategies for supervision in the community. Practice in use of pre-sentence investigation and examination of innovations in community-based correctional alternatives. Prerequisites: CRJU 101.

**+CRJU 316. Juvenile Justice • 3 credits**

Crime and delinquency as an individual and social problem. Included are conceptual models of social deviance, theories of criminal and delinquent behavior and the administration of justice in democratic society. An applied research project is required. Prerequisites: CRJU 101 or SOC 101.

**CRJU 342. Criminal Evidence and Investigation • 3 credits**

Examines the process of investigating crimes beginning with the first officer on the scene and ending with prosecution. Emphasis is placed on search and seizure, suspects' rights to counsel, interviewing practices, and expert witnesses. Prerequisites: CRJU 101.

**CRJU 400. Criminological Theory • 3 credits**

Examines theories of crime causation. Topics covered include: prominent theories in the study of crime, the use of official and unofficial statistics in assessing crime in US society, the interplay of theory and social policy/program implementation. Prerequisites: CRJU 101 and junior or senior status.

**CRJU 401. Individual Research • 3 credits**

Applied research in a related area of interest to the student. Requires an empirical component in the research design. Arranged in consultation with the instructor. Enrollment subject to instructor approval. Prerequisites: Instructor consent required.

**CRJU 402. Directed Readings • 1–3 credits**

Specialized readings and reviews on an independent basis. May be repeated for a maximum of three credits if topics differ. Requires departmental approval.

**CRJU 403. Workshop • 1–3 credits**

Topics and activities are designed to offer practical skill development opportunities useful to criminal justice practitioners. May be repeated for a maximum of three credits if topics differ. Requires departmental approval.

**WI-CRJU 407. Seminar in Criminal Justice • 3 credits**

This is a capstone seminar that focuses on analysis and evaluation of current practice in criminal justice, with emphasis on ethical and operational issues confronting the criminal justice practitioner. Prerequisites: ENGL 101, with a minimum grade of C; Senior Standing or instructor permission.

**CRJU 410. Crime Policy Analysis • 3 credits**

Examines the development and implementation of crime policy from a political, institutional, and administrative perspective. Application of political theories and policy analysis research techniques to better understand and improve crime policy. Prerequisites: CRJU 101 or instructor's permission.

**CRJU 411. The Constitution and Criminal Justice • 3 credits**

Examines the organization of the American judicial system, the historical origins of the Constitution and the Bill of Rights. Students will also explore the rights of the accused that are protected by the Constitution. Prerequisites: CRJU 101.

**CRJU 420. Applied Forensics Theory • 3 credits**

Provides criminal justice students with direct instruction in the application of forensic science to criminal investigations. The course will consist of brief lectures, class discussions, guest speakers, and in-class experiments and demonstrations. Prerequisites: CRJU 101.

**CRJU 421. Practicum • 3–6 credits**

Field observation and research under professional supervision in a criminal justice or human services related agency. Arranged by the department with chair approval. Pass/No Pass course. Prerequisites: Instructor consent required.

**CRJU/SOC 430. Statistics for Sociology and Criminal Justice • 3 credits**

This course is structured to introduce undergraduate sociology and criminal justice majors and graduate students in criminal justice to the methods and procedures used in the social sciences to explore and explain phenomenon relating to the study of crime and criminal justice. Students will be introduced to the scientific method, hypothesis testing, descriptive and inferential statistics, sampling, experimental and quasi-experimental, and survey designs. Prerequisites: SOC 301 for Sociology majors; CRJU 400 for Criminal Justice Majors; or Graduate standing.

**CRJU/SOC 431. Research Methods in Sociology and Criminal Justice • 3 credits**

This course is designed to introduce undergraduate and graduate sociology and criminal justice majors to the social science methodology used to explore and explain the phenomenon of social problems, especially crime and criminal justice. The scientific method, research design and implementation, sampling experimental and quasi experimental and survey designs will be explored.

**CRJU 487. Race, Gender, Class and Criminal Justice • 3 credits**

Examines and addresses stereotypes surrounding the issues of race and class and their impact on the criminal justice system.

Discusses how race and class influence the decision-making process from arrest through sentencing. Prerequisites: CRJU 101.

**CRJU 499. Comparative Justice Systems • 3 credits**

Examines the four justice traditions covering most of the world's legal systems. These include the Common, Civil, Socialist and Islamic traditions. Justice systems of countries representative of each tradition will be examined. Prerequisites: CRJU 101.

**Computer & Information Sciences****CSCI 120. Introduction to Computer Science • 3 credits**

Survey of computer systems, the role of the computer in different disciplines. Applications covered include the Office Suite (word processing, spreadsheet, and database), web browsing, and Internet research.

**CSCI 140. Computer Systems • 3 credits**

This course develops an understanding of the hardware and software components that comprise modern computer systems. The relationship between hardware and software is explored as the foundation that must exist to create and maintain efficient computer systems. It presents elementary concepts of computer architecture and the constraints architectures impose on efficient system operations. Operating system alternatives and capabilities are studied in light of their ability to manage the underlying systems resources.

**CSCI 185. Script Programming • 3 credits**

Introduces the fundamental concepts of script programming with an emphasis in automating common system management tasks. Topics include simple data types, control structures, arrays, and string handling.

**CSCI 195. Object-Oriented Programming I • 3 credits**

Introduces the fundamental concepts of programming from an object-oriented perspective. Topics include simple data types, control structures, an introduction to array and string data structures and algorithms, and debugging techniques. The course emphasizes good software engineering principles and developing fundamental programming skills in the context of a language that supports the object-oriented paradigm.

**CSCI 270. Networks and Data Communications • 3 credits**

Introduction to computer networks. Covers principles of the OSI model, network topologies, physical networks and connection schemes, protocols, error handling, security and local area networks.

**+CSCI/MATH 281. Discrete Structures • 3 credits**

Introduction to discrete mathematics as it is used in computer science. Topics include propositional and the predicate logic, simple circuit logic, elementary number theory, sequences and summations, methods of proof (direct, by contradiction, by contraposition, by induction), set theory, graph theory, combinatorics, and discrete probability.

**CSCI 294. Contemporary Programming • 3 credits**

Addresses the design, implementation, and testing of computer programs using a contemporary programming language different than that used in CSCI-195. The specific programming language used may vary among course offerings. This course may be repeated for credit provided the programming language is not repeated. Prerequisites: CSCI 185 or 195.

**CSCI 295. Object-Oriented Programming II • 3 credits**

Continues the investigation of object-oriented programming concepts. Students examine advanced programming language techniques as they apply to problem solving. Topics included inheritance and multi-threading, network programming, recursion, and an introduction to data structures. All topics stress good software engineering practices and debugging techniques. Prerequisites: CSCI 195.

**CSCI 300. Systems Analysis and Design • 3 credits**

Develops ability to analyze and design business information systems. A structured approach to the systems development life cycle (SDLC) is emphasized as a methodology for developing information systems requirements and design specifications. The use of modeling techniques throughout the SDLC is explored through the use of CASE technologies.

**CSCI 310. Data Structures • 3 credits**

Introduces the fundamental concepts of data structures and the algorithms that proceed from them. Topics include recursion, fundamental data structures (including stacks, queues, linked lists, hash tables, trees, and graphs) searching and sorting, and the basics of algorithmic analysis. Many data structures are implemented using a high level programming language. Prerequisites: CSCI 295.

**CSCI 320. Computer Architecture • 3 credits**

Introduces the organization and architecture of computer systems, beginning with the standard von Neumann model and then moving forward to more recent architectural concepts. Topics include Boolean functions, logic design, combinational and sequential circuits, basic computer organization (CPU, memory, and input/output), microprogramming, pipeline architecture, multiprocessing. Prerequisites: CSCI 140 or 281.

**CSCI 330. Web Programming • 3 credits**

This course examines both client-side and server-side programming. Client-side programming includes JavaScript, Extensible HyperText Markup Language (XHTML), Cascading Style Sheets (CSS) and the Document Object Model (DOM). Server-side programming will include web servers, Ruby on Rails, Adobe Flash and Flex, MySQL, and web services. Prerequisites: CSCI-185 or 195.

**CSCI 360. Database Management Systems • 3 credits**

Introductory course stressing the role of databases and database management systems in contemporary organizations. Relational database design, implementation, and maintenance techniques are introduced through the use of Entity Relationship diagrams,

structured query language and normalization processes.

Prerequisites: CSCI 195.

**CSCI 365. TCP/IP Fundamentals • 3 credits**

A study of the Transmission Control Protocol/Internet Protocol (TCP/IP) and its auxiliary protocols. Topics include TCP/IP functions, IP addressing, ARP, DHCP, DNS, SSH, firewalls, routing, subnetting and supernetting, VLANs, and internet security. Prerequisites: CSCI 140, 270.

**CSCI 375. Network Forensics • 3 credits**

An introduction to network-based incident handling, investigative methods, tracking, evidence collecting on network-based systems. Detailed analysis of log and system files. Intrusion detection/protection techniques will be introduced. Hands-on work with compromised systems and case studies of computer break-ins. Prerequisites: CSCI 270, 365.

**CSCI 393. Algorithm Design and Analysis • 3 credits**

Introduces formal techniques to support the design and analysis of algorithms, focusing on both the underlying mathematical theory and practical considerations of efficiency. Topics include algorithm design techniques (brute force, divide and conquer, dynamic programming, greedy), asymptotic complexity bounds, recurrence relationships, sorting, searching, basic graph algorithms, and NP-completeness. Prerequisites: CSCI 281; CSCI 275, 295, 330, or 390.

**CSCI 400. Programming Language Concepts • 3 credits**

Study of theoretical aspects of programming languages. Topics include general syntax and semantics, axiomatic semantics, context free grammars, regular expressions, finite automata, Turing machines, parameter passing. Imperative, Functional and Logic programming paradigms will be explored. Prerequisites: CSCI 185 or 195.

**CSCI 410. Operating Systems • 3 credits**

Introduces the fundamentals of operating systems design and implementation. Topics include an overview of the components of an operating system, mutual exclusion and synchronization, implementation of processes, scheduling algorithms, memory management, concurrency, and file systems. Additional fee. Prerequisites: CSCI 195.

**CSCI 415. Computer and Network Security • 3 credits**

Presents the basic concepts and techniques for securing a computer system and for securing information systems in a network environment. Topics include site security, security management, intrusion detection/protection, integrity management, and event recovery. Prerequisites: CSCI 270.

**CSCI 425. Computer Forensics • 3 credits**

An introduction to computer forensics including: investigative methods and evidence collecting techniques appropriate for detailed analysis of storage media. Students participate in hands-on work with comprised systems and case studies of data storage images. Prerequisites: CSCI 140, 270.

**WI-CSCI 435. Legal and Ethical Issues in Computing • 3 credits**

Explores legal, ethical and social implications of computing from the perspectives of citizen and computing professional. Examines ethical theory in the context of computing, ethical codes for computing professionals, and current law and court precedents as they pertain to ownership of software and digital creations, privacy, free expression, and data security. Topics include the impact of electronic media on intellectual property, privacy threats from government and business databases, censorship of the Internet, government control of encryption, computer system reliability, and hacking and computer crimes. Prerequisites: ENGL 101, with a minimum grade of C; Junior or senior standing.

**CSCI 450. Network Operating System Topics • 3 credits**

This course is designed to provide a student with experience designing, installing and managing a computer network using a current Network Operation System. The topic will vary and may include Cisco routing, Windows Server, and UNIX. This course may be repeated for credit as long as the topic is not repeated. Prerequisites: CSCI 270.

**CSCI 460. Data Management • 3 credits**

This course identifies the need for and the steps to achieve a comprehensive enterprise data strategy. An understanding of techniques for managing the information abundance and for controlling the costs of information processing in decision making contexts is an essential requirement in achieving corporate goals.

**CSCI 470. Advanced Computer Networks and Data Communication • 3 credits**

Extends understanding of network topics such as network protocols, topologies, frame relay, ATM, virtual networks, WAN, encryption and any other current topics. Prerequisites: CSCI 270.

**CSCI 475. Capstone Seminar • 3 credits**

A general topics and readings course in core computer networking technologies and management issues providing a foundation for integrating communications skills through research paper development, technical writing, group decision-making and business presentations. Prerequisites: Senior standing in CNA major.

**CSCI 480. Topics in Computer Science • 1–3 credits**

This course presents selected topics in computer science. It serves as a vehicle for offering a variety of topics in the rapidly changing field of computing. The course may be repeated with different topics. Prerequisites: Instructor consent required.

**CSCI 490. Independent Study in Computer Science • 3 credits**

Reading, research, writing programs or supervising programming projects in computer science not available in other courses. Prerequisites: Instructor consent required.

**CSCI 499. Internship in Computer Science • 1-3 credits**

Experiential learning in a professional business setting based on an agreement between the advisor, student and sponsoring organization on learning contract, placement, academic project, evaluation. Students prepare a résumé and participate in the job screening process. Emphasis on how practical experience directly relates to course work. This course may be repeated for up to 3 credits. Pass/No Pass course. Prerequisites: Instructor consent required.

**Classical Studies**

**+CSM 101. Intro to Classical Studies • 3 credits**

This course introduces, through guest lecturers and primary source readings, the themes of Classical Culture, the way language is used, and the ways that it influences the Liberal Arts.

**Early Childhood Education**

**ECE 303. Literacy for Young Children • 3 credits**

Students learn to foster developmentally appropriate literacy practices for the birth through age 5 populations in child care, and early childhood through preschool classrooms. Techniques supporting speaking, listening, writing and reading are introduced, and children's literature is emphasized. 25 field hours are required for this methods course. Prerequisites: EDUC 205 or 207; ECE 365; ECSE 204.

**ECE 307. Science for Young Children • 3 credits**

Students will learn how to foster in young children a curiosity about their natural and physical worlds, use a hands-on/minds-on approach to planning and teaching science content, organize their science instruction so that it meets recommended national, state and district standards, assess a young child's science learning in developmentally appropriate ways, and model their own curiosity about science matters as adults learners. This includes the adaptation of materials, equipment and the environment to meet diverse learning needs. Prerequisites: EDUC 312; ECE 365; ECSE 204, 311, 420; EDUC 205 or 207.

**ECE 308. Social Studies for Young Children • 3 credits**

Develop and implement learning experiences for preprimary and primary children with focus on multicultural and nonsexist content that includes development of responsibility, aesthetic, artistic, physical, cognitive, emotional and social attributes. Emphasis will be placed on the planning, implementation, and evaluation of developmentally appropriate social studies curriculum goals, content, and teaching practices. Unstructured and structured play including games and rhythms will be stressed. The course includes the adaptation of materials, equipment, and the environment to meet diverse learning needs. Prerequisites: EDUC 312; ECE 365; ECSE 204, 311, 420; EDUC 205 or 207.

**ECE 315. Creative Expression in Early Childhood • 3 credits**

Integrates drama, dance, movement music and art into developmentally appropriate curriculum. Prerequisites: ECE 365; ECSE 204.



**ECE 320. Management of Young Children • 3 credits**

Students study behavior management, preventive discipline, quality program design, program administration, positive guidance, transition, collaboration, and ethical standards that support the development, learning and well-being of all young children. This includes administration, design, and implementation of physically and psychologically safe and healthy indoor and outdoor environments to promote the development of young children. Staff supervision and evaluation plus program development is included. Prerequisites: EDUC 312; ECE 365; ECSE 204, 420.

**ECE 350. Math Education for Young Children • 4 credits**

Teaches how to help young children make important connections among physical, pictorial, graphic, symbolic, verbal and mental representations of mathematical ideas. Incorporates constructive activities to help children develop mathematical reasoning and to understand fundamental operations of addition, subtraction, multiplication and division. Prerequisites: ECSE 420; EDUC 312; EDUC 205 or 207.

**ECE 365. Early Childhood Development • 3 credits**

Child growth and development for infants, toddlers, preprimary and primary school children, both typical and atypical in areas of cognition, communication, physical motor, social-emotional, aesthetics and adaptive behavior. Students explore individual differences in development and learning, including risk factors, developmental variations and developmental patterns of specific disabilities and special abilities. Prerequisites: EDUC 205 or 207, EDUC 284. Corequisite: ECSE 204.

**ECE 381. Health, Nutrition, and Public Policy • 3 credits**

This course will study the role of health, safety, and nutrition in the growth and development of young children, and the effect of nutrition on the learning process. Focus is on the promotion of health, safety, and nutritional practices that support cognitive, social, emotional, cultural and physical development of young children birth to age 8. This includes the implementation of appropriate appraisal and management of health, safety, and nutritional concerns of young children. Procedures for children with special health care needs are incorporated. Recognition of signs of neglect in young children related to nutrition i.e. physical, emotions and mental learning process including advocacy, legislation, and public policy will be addressed. Prerequisites: EDUC 312; ECE 365; ECSE 204, 420; EDUC 205 or 207.

**ECE 450. Seminar in Early Childhood • 3 credits**

Current research and trends in early childhood education. Prerequisites: EDUC 205 or 207.

**Economics****+ECON 201. Principles of Macroeconomics • 3 credits**

Introduction to national income accounting, income determination, unemployment, inflation and monetary fiscal policy problems of business cycles and economic growth.

**+ECON 202. Principles of Microeconomics • 3 credits**

A study of behavior of individual economic units, such as the household and the firm, together with various market structures of product and resource markets.

**ECON 307. Money and Banking • 3 credits**

Money and financial institutions in structure and movements of general economic system, monetary theory and growth, and selected domestic and international problems of monetary economics. Prerequisites: ECON 201, 202; 312 recommended.

**ECON 312. Intermediate Macroeconomic Theory • 3 credits**

Analysis of factors determining the level of output, employment and the rate of inflation; study of consumption, investment, money and interest; analysis of business cycles, stabilization policies and growth models. Prerequisites: ECON 201, 202.

**ECON 313. Intermediate Microeconomic Theory • 3 credits**

Emphasizes economic efficiency, focusing attention on resource pricing, employment, how prices function so as to allocate resources among competing alternatives, and evaluating and criticizing economic controls of government over prices and production. Prerequisites: ECON 201, 202.

**ECON 316. Real Estate Economics and Finance • 3 credits**

Analyzing the area of real estate by examining the terms and concepts as commonly applied within the business environment. Topics include the legal characteristics of real estate, financing media, location theory, ownership, contracts and rights. Prerequisites: ECON 201, 202.

**ECON 321. Labor Economics • 3 credits**

Fundamentals of the economy of labor, its impact on industrialized society including wages, standards of living, unemployment and occupational hazards, social security and workman's compensation, labor-management relations and labor legislation. Prerequisites: ECON 201, 202.

**ECON 323. Public Finance • 3 credits**

Theory of public goods, externalities, distribution of income, fiscal politics, public expenditure evaluation, efficient pricing, taxation, welfare, intergovernmental grants. Prerequisites: ECON 201, 202; 312 recommended.

**ECON 327. Industrial Organization • 3 credits**

Effect of industrial market structure on market behavior and on economic efficiency, firm motivation, vertical firm relationships, measuring the degree of competition, price discrimination, advertising, invention and innovation. Prerequisites: ECON 202; 312 recommended.

**ECON 329. Economic Development and Growth • 3 credits**

Theory of growth and development, costs and benefits of industrialization, domestic/foreign resources for development, industrialization and trade policy and development planning. Prerequisites: ECON 201, 202.

**ECON 330. Economic Analysis of Institutions • 3 credits**

Institutions such as laws, the political system, and cultural norms embed all social activity. They structure economic, political, and social interaction and as such play a central role in facilitating or hindering economic development. This course's explores what the determinants of institutions are; how institutions affect economic performance; and how institutions evolve. Prerequisites: ECON 201, 202.

**ECON 331. International Economics • 3 credits**

Theory of international trade, government policy and trade restrictions; trade policy; and regional trade integration, with applications to current economic, social, and political issues. Prerequisites: ECON 201, 202.

**ECON 335. Environmental Economics • 3 credits**

Causes, effects and possible cures of air and water pollution problems, solid waste disposal, resource and land use. The “energy crisis” in light of basic economic principles and tools, such as transformation curves, supply and demand pricing, social costs and marginal and cost-benefit analysis. Local field trips and speakers from industry, government, and environmental groups. Prerequisites: ECON 201, 202; 312 recommended.

**ECON 375. Law and Economics • 3 credits**

Examines law and legal institutions and their effect upon human activity from the perspective of economics. Introduces students to the economic approach to law using economic principles, and focuses on how rules created by law establish implicit prices for different kinds of behavior. Topics include economic analysis of common law, property rights, contracts, torts, criminal law and law enforcement institutions, illicit drug policy, and an introduction to constitutional economics. Prerequisites: ECON 201, 202.

**ECON 399. Topics in Economics • 3 credits**

Selected topics, announced as offered, covering various themes. Students may repeat course if it is on a separate topic, not previously studied for credit. Prerequisites: ECON 201, 202.

**ECON 400. Senior Capstone Seminar in Economics • 3 credits**

This course involves directed research by the student in economics, leading to completion of a senior thesis in economics requiring the application of the scientific method to individual behavior under scarcity. Students will select their own topic related to either the study of econometrics, macroeconomics or microeconomics and are expected to (1) explore their chose topic with full rigor, (2) collaborate with students studying other topics and (3) demonstrate the relevance of their finding to economics and society as a whole. Prerequisites: Senior Standing, ECON 201, 202, 312, 313, 447, and permission of instructor.

**ECON 447. Econometrics • 3 credits**

Econometrics is a course consisting of a set of techniques that allows one to measure and analyze economic phenomena and to predict future economic trends. Econometrics attempts to quantify economic reality and bridge the gap between the

abstract world of economic theory and the world of human activity. Study of econometrics allows the student to examine data and to quantify the actions of firms, consumers, and governments. Prerequisites: ECON 313, STBE 137 or MATH 191; STBE 237.

## Early Childhood Special Education

**ECSE 204. Introduction to Early Childhood Education: Birth to Age 8 • 3 credits**

An overview of intervention from birth through the age eight population including typical infants, toddlers, preprimary and primary children and those with special health concerns, developmental delays, and at-risk conditions including children with sensory impairments, physical disabilities, emotional and behavioral disorders, and learning disabilities. Applies theories and knowledge of dynamic roles and relationships between families, schools, and communities. Identifies resources and service delivery options in meeting the needs of children birth through age eight and develops an understanding of the Individual Family Service Plan (IFSP) and the Individual Education Plan (IEP) process. Prerequisites: EDUC 205 or 207; EDUC 284. Corequisite: ECE 365 (required).

**ECSE 311. Assessment of Young Children • 3 credits**

Teaches skills in administrating informal and formal assessments and in interpreting information from testing and observation for the purpose of monitoring development and planning intervention for young children. Links assessment techniques to planning, implementing and evaluation curriculum goals and teaching practices for infants, toddlers, preprimary and primary children based on the needs and interests of individual children, their families, and community. Prerequisites: EDUC 205 or 207; EDUC 309; ECE 365; admission into Teacher Education program.

**ECSE 321. Management of Young Children • 3 credits**

Students study behavior management, preventive discipline, quality program design, program administration, positive guidance, transition, collaboration, and ethical standards that support the development, learning, and well-being of all young children. This includes the administration, design, and implementation of physically and psychologically safe and healthy indoor and outdoor environments to promote the development of young children. Staff supervision and evaluation plus program development is included. Prerequisites: EDUC 312; ECE 365; ECSE 204, 420; EDUC 205 or 207; admission to the Teacher Education Program.

**ECSE 410. Infant Toddler Curriculum and Methods • 3 credits**

Students will plan, implement and learn to evaluate developmentally and individually appropriate curriculum goals, content and teaching practices for infants and toddlers based on the needs and interests of individual children and their families. Techniques for adapting material, equipment and the environment will be emphasized to meet social, cognitive, physical motor, communication, and medical needs for children

of varying abilities. 25 field hours required. Prerequisites: ECE 365; ECSE 204; admission into Teacher Education program.

**ECSE 420. Developmental Curriculum and Methods: Ages 3 to 6 • 3 credits**

Approaches to early childhood education for pre-primary children of typical and atypical needs. Students learn appropriate curriculum goals, content, teaching practices and assessment. 25 field hours required. Prerequisites: ECE 365; ECSE 204; EDUC 205 or 207; admission into Teacher Education program.

**ECSE 421. Student-Professor Study Tour • 1 credit**

The schools of Reggio Emilia are widely recognized as providing a seamless model of excellence in early childhood education in curriculum, assessment, special education, environment, parent involvement, and staff development. Study of the Reggio Approach is an important topic in the prerequisite 3-credit ECSE-420 course. First-hand experience in Reggio will provide an added level of insight into the approach. The 1-credit student-professor study tour of the world-renowned schools of Reggio Emilia, Italy will offer students practical international experience to support their corresponding academic coursework. The context and history of this community is highly regarded, rooted in choices made following WWII. These changes were not only pedagogical, but also political, cultural, ethical choices which would support a new democratic society. Prerequisites/Corequisites: ECSE 420; admission into Teacher Education Program.

**ECSE 434. Student Teaching Early Childhood Special Education • 6 credits**

For students seeking endorsement in ECSE and PK-K. Directed observation and supervised teaching experience. The student is required to spend a full day, five days a week for one-half a semester in an approved early childhood setting. Prerequisites: EDUC 205 or 207. Corequisite: EDUC 403.

## Education

**EDUC 205: Introduction to the Teaching Profession • 2 credits**

This course is designed to provide students with an introduction to the expectations and responsibilities associated with teaching in America's schools. Participating students will explore topics as: professional teaching standards, lesson design, current issues in education, as well as complete the process for applying for admission to the Teacher Education Program. The course requires the student to complete a minimum of 50 hours of field observation in a local school, and is intended for those students who have no previous experience in a Pre K-12 school setting. Prerequisites: Completion of a minimum 12 semester hours credit before enrollment and cumulative GPA of 2.5. Pre/Co-requisites: EDUC 284. **Students will be responsible for additional fees for the cost of the PRAXIS test and required fingerprinting/background checks.**

**EDUC 207. Orientation to Teaching • 1 credit**

Provides orientation to the performance based approach utilized in teacher education at St. Ambrose. This course is intended for transfer students who have completed 50 field hours. This course does not require field hours. PRAXIS I exam required for submission of completed Teacher Education Program application at the conclusion of the course. Prospective TEP students must enroll in either EDUC 205 or 207. Prerequisites: Completion of a minimum of 12 semester hours credit before enrollment and a cumulative GPA of 2.5. Pre/Co-requisites: EDUC 284. Students must already have met the 50 field hour requirement either by documented completion of the hours at another college or university or through documented teaching experience such as in the position of a paraeducator or substitute teacher. Since this course is designed for transfer students, it should be taken during the student's first semester at St. Ambrose. **Students will be responsible for additional fees for the cost of the PRAXIS test and required fingerprinting/background checks.**

**EDUC 208. TaskStream Assessment • 0 credit**

This zero credit course is directly tied to the Teacher Education Program's assessment system, Task Stream. Students will be required to attend one seminar intended to introduce them to the program, explain the benefits, and train them on its use. The purpose for this training is two-fold, first to assist students in using the system and secondly, to document student understanding for future accreditation visits. Prerequisites: Admission to the Teacher Education Program.

**+EDUC 284. Child and Adolescent Development • 3 credits**  
Studies the physical, cognitive, emotional and social development from prenatal through adolescence.

**EDUC 300. Diversity and Culturally-Responsive Teaching • 3 credits**

Focuses on inter-group and minority group relationships as they are applicable to the educational system, specifically addressing how such relationships can enrich, yet complicate, the classroom community. An examination of multicultural, non-sexist teaching, as well as personal philosophies of education will be conducted to bridge the realities of multicultural education with best practice and in order to promote the intellectual and personal growth of students with regards to diversity as individuals, teachers, and members of communities. Prerequisites: EDUC 205 or 207; EDUC 284; admission to Teacher Education program or consent of instructor.

**WI-EDUC 301. History and Philosophy of Education • 3 credits**

Provides teacher education majors with a background in the historical development of U.S. education and in-depth analysis of its structural, philosophical, legal and ethical concerns. Panel discussions, group discussions, debates and written reports are used. Students complete a project (25% of grade) on one of the Danielson components and share those with the class in a presentation so that all students are familiar with all components. Prerequisites: EDUC 205 or 207; ENGL 101, with a minimum grade of C; admission to Teacher Education program.

**EDUC 302/502. Foundations of ESL/Bilingual Education • 3 credits**

This course provides an introduction to the historical, philosophical, political, social, and educational issues that have contributed to public policy regarding services for language minority students. Historical trends and legal issues related to bilingual education in the United States will be discussed. A comprehensive focus will be placed in the theoretical foundations of English as a second language and effective instructional practices for English Language Learners in our schools. Prerequisites: EDUC 205 or 207; Admission to Teacher Education Program or English Department approval.

**EDUC 305. Secondary Methods • 3 credits**

Provides information and practice regarding lesson and unit planning, classroom management, teaching techniques, and micro-teaching. 50 field hours are required. (Department methods of art, music and physical education are accepted in place of this course.) Prerequisites: EDUC 205 or 207, 284.

**EDUC 308. Educational Technology • 2 credits**

This class is an introduction to a variety of technologies and media used in the classroom. Students learn and use technology used in the K-12 classroom through assignments, class workshops, presentations, discussions and literature. Prerequisites: Sophomore status; EDUC 205 or 207.

**WI-EDUC 309. Educational Psychology: Tests and Measurements • 3 credits**

Psychological principles in teaching and learning, preparation and use of devices to evaluate learning and instruction. Prerequisites: ENGL 101, with a minimum grade of C; EDUC 205 or 207; EDUC 284; admission to Teacher Education.

**EDUC 311/511. Assessment & Testing in ESL • 3 credits**

The course, through readings in the text and on website, examines in depth the major categories of language assessment. Students will do the following: 1) survey varying approaches to evaluating language sub-skills (such as speaking, listening, reading, and writing); 2) distinguish between tests designed for language proficiency from those designed to detect learning programs; 3) investigate models of language assessment; 4) examine standardized tests and their appropriate application, distinguishing between those that assess knowledge of language structure from those that evaluate communicative skill; and 5) critique research being done in the area of testing in a second language. Prerequisites: EDUC 205 or 207; Admission to TEP; EDUC 309 or English Department approval.

**EDUC 312. Curriculum Development for Young Children (Ages 5–8) • 3 credits**

Techniques of planning, presenting and evaluating child centered experiences for young children of typical and atypical needs, with emphasis on kindergarten to grade three. Required field hours. Prerequisites: ECE 365; ECSE 204; EDUC 205 or 207; admission to Teacher Education program.

**EDUC 329. Methods of Teaching Social Studies • 3 credits**

Focuses on techniques for teaching social studies content appropriate to K-6 curricula including social action and multiculturalism. Also emphasizes classroom management and the building of classroom communities. Projects include a management plan, creation of original classroom artifacts, and lesson planning. Field hours required. Prerequisites: EDUC 205 or 207; EDUC 284; admission to Teacher Education program.

**EDUC 330. Teaching Foreign Language in Elementary Schools • 1 credit**

A course for students seeking K-6 teacher certification in French, German or Spanish; content includes theories, methods and practices of teaching foreign languages in elementary schools.

**EDUC 336. Content Reading • 3 credits**

Examines literacy skills and instructional needs of middle and secondary school students, with emphasis on teaching and management techniques for a range of reading levels. Strategies for teaching comprehension study skills and recreational readings are introduced (50 field hours are required in a secondary school setting). Prerequisites: EDUC 205 or 207; EDUC 284; admission to Teacher Education program.

**EDUC 340. Teaching English/Language Arts and Literature in the Secondary School • 1 credit**

Field-based course, delivered and taught by a skilled 7-12 teacher, provides the future English/language Arts and Literature teacher with methods and techniques for establishing, maintaining and documenting an effective, well organized classroom and curriculum which meets the needs of diverse learners. Prerequisites: EDUC 205 or 207; EDUC 284, 309; admission to Teacher Education program.

**EDUC 341. Teaching History and Social Sciences in the Secondary School • 1 credit**

Field-based course, delivered and taught by a skilled 7-12 teacher, provides the future teacher of history, political science, or economics with methods and techniques for establishing, maintaining and documenting an effective, well organized classroom and curriculum which meets the needs of diverse learners. Prerequisites: EDUC 205 or 207 and 305 or 336; admission to Teacher Education program.

**EDUC 342. Teaching Business in the Secondary School • 1 credit**

Field-based course, delivered and taught by a skilled 7-12 teacher, provides the future teacher of business with methods and techniques for establishing, maintaining and documenting an effective, well organized classroom and curriculum which meets the needs of diverse learners. Prerequisites: EDUC 205 or 207 and 305 or 336; admission to Teacher Education program.

**EDUC 343. Teaching Science in the Secondary School • 1 credit**

Field-based course, delivered and taught by a skilled 7-12 teacher, provides the future teacher of science with methods and techniques for establishing, maintaining and documenting an effective, well organized classroom and curriculum which meets

the needs of diverse learners. Prerequisites: EDUC 205 or 207 and 305 or 336; admission to Teacher Education program.

**EDUC 344. Teaching Foreign Language in the Secondary School • 1 credit**

Field-based course, delivered and taught by a skilled 7-12 teacher, provides the future teacher of a foreign language with methods and techniques for establishing, maintaining and documenting an effective, well organized classroom and curriculum which meets the needs of diverse learners.

Prerequisites: EDUC 205 or 207 and 305 or 336; admission to Teacher Education program.

**EDUC 345. Teaching Speech and Theater in the Secondary School • 1 credit**

Field-based course, delivered and taught by a skilled 7-12 teacher, provides the future teacher of speech and theater with methods and techniques for establishing, maintaining and documenting an effective, well organized classroom and curriculum which meets the needs of diverse learners.

Prerequisites: EDUC 205 or 207 and 305 or 336; admission to Teacher Education program.

**EDUC 346. Teaching Psychology/Sociology in the Secondary School • 1 credit**

Field-based course, delivered and taught by a skilled 7-12 teacher, provides the future teacher of psychology or sociology with methods and techniques for establishing, maintaining and documenting an effective, well organized classroom and curriculum which meets the needs of diverse learners.

Prerequisites: EDUC 205 or 207 and 305 or 336; admission to Teacher Education program.

**EDUC 352: Teaching the Biological and Earth/Space Sciences K-8: Content and Methods • 2 credits**

Students will become familiar with biological and earth/space science content common to K-8 curricula as well as current science-teaching best practices including hands-on guided discovery, inquiry-based learning, management of students in a laboratory setting, and learning through the use of technology and science literature. Course requirements include lesson and unit planning, development of curriculum materials, and completion of reports based on laboratory exercises and long-term observation. 10 hours of practicum work in a science classroom are required. Prerequisites: EDUC 205 or 207; EDUC 284.

**EDUC 353: Teaching the Physical Sciences K-8: Content and Methods • 2 credits**

Students will become familiar with physical science (chemistry and physics) content common to K-8 curricula as well as current science-teaching best practices including hands-on guided discovery, inquiry-based learning, management of students in a laboratory setting, and learning through the use of technology and science literature. Course requirements include lesson and unit planning, development of curriculum materials, and completion of reports based on laboratory exercises and long-term observation. 10 hours of practicum work in a science

classroom is required. Prerequisites: EDUC 205 or 207; EDUC 284. Corequisites: EDUC 352.

**EDUC 354. Methods of Teaching Mathematics (K-8) • 4 credits**

Current issues, approaches and materials in elementary school mathematics teaching, including philosophy and objectives, technology, curricula problems, and review of current literature. Background for meaningful teaching of whole numbers and fractions with special emphasis on planning instruction for children at the K-8 level. Field hours in a mathematics classroom required. Prerequisites: MATH 210, MATH 211; EDUC 284; admission to Teacher Education program.

**+EDUC 355/CATH 355. Methods of Teaching the Catholic Faith (K-12) • 3 credits**

Designed to provide students interested in teaching religion in Catholic K-12 programs an orientation to Catholic Catechesis and an exploration of topics generally taught at the K-12 levels including faith, liturgy and sacraments, Catholic morality, prayer and spirituality, and scripture. Students will also complete a practicum experience in teaching the Catholic faith at a selected grade level. Prerequisites: EDUC 205 or 207; 6 credits from THEO or CATH.

**EDUC 368. Literature for the Young Adult • 3 credits**

Evaluation of literature for young adults. Methods of choosing books related to reading interest, promoting reading as an enjoyable and meaningful activity and developing competence in presenting literature to young adults. Prerequisites: EDUC 205 or 207; EDUC 284; ENGL 101 with a grade of "B" or better; admission to Teacher Education program or permission of instructor.

**EDUC 369/569. Child and Adolescent Literature • 2 credits**

Evaluation of quality literature written for and read by children and young adolescents. Methods of choosing books related to promoting reading as an enjoyable and meaningful activity and developing competence in presenting literature to children and adolescents (including oral interpretation of literature and creative dramatics). Graduate students complete young adult module.

**EDUC 369 Prerequisites:** EDUC 205 or 207; EDUC 284; admission to Teacher Education program.

**EDUC 569 Prerequisites:** At least two years teaching experience.

**EDUC 370. Language Arts and Reading in Elementary School • 5 credits**

Curriculum organization and instructional planning for children in kindergarten through grade 6. Strategies for language development of the child from birth through adolescence. Includes methods and materials for teaching all areas of the language arts and developmental reading. Lecture and field hours in a classroom setting. Prerequisites: EDUC 205 or 207; EDUC 284.

**EDUC 371. Language Arts and Reading in the Elementary Schools: K-3 • 3 credits**

Designed to teach students about curriculum organization and instructional planning for children in kindergarten through grade 3. Strategies for language development in primary children are explored. Includes methods and materials for teaching all areas of the language arts and developmental reading. Lecture and field hours in a classroom setting are involved. Prerequisites: EDUC 205 or 207; EDUC 284; admission to Teacher Education program.

**EDUC 372. Language Arts and Reading in the Elementary Schools: 4-8 • 3 credits**

Designed to teach students about curriculum organization and instructional planning for children in grades 4-8. Strategies for language development in upper primary children are explored. Includes methods and materials for teaching all areas of language arts and developmental reading. Lecture and field hours in a classroom setting are involved. Prerequisites: EDUC 205 or 207; EDUC 371; admission to Teacher Education program.

**EDUC 401. ESL Student Teaching • 7 credits**

This internship course allows students to design and implement lessons for students whose first language is not English under the supervision of a cooperating teacher and faculty member. Prerequisites: Completion of all other coursework for the ESL Endorsement.

**EDUC 403. Observation and Student Teaching: Pre-Kindergarten-Kindergarten • 6 credits**

Directed observation and supervised teaching experience. The student is required to spend a full day, five days a week, for six weeks at the PK or K levels. Student teaching should be considered a full-time professional obligation. Prerequisites: Senior status; EDUC 205 or 207.

**EDUC 409. Observation and Student Teaching: Elementary Grades • 7-15 credits**

Directed observation and supervised teaching experience. The student is required to spend a full day, five days a week, for a semester in the elementary schools. Student teaching should be considered a full-time professional obligation. Prerequisites: Admission to the Teacher Education program; senior standing; EDUC 205 or 207.

**EDUC 419. Observation and Student Teaching: Secondary Grades • 12-15 credits**

Directed observation and supervised teaching experience. Students are required to spend a full day, five days per week, for a semester in a secondary school. Student teaching should be considered a full-time professional obligation. Prerequisites: Admission to the Teacher Education program; senior standing.

**EDUC 430. Observation and Student Teaching: Art • 12-15 credits**

Directed observation and supervised teaching experience. The student is required to spend a full day, five days a week, for a quarter in the elementary schools and for a quarter in the secondary schools. Student teaching should be considered a full-

time professional obligation. Prerequisites: Admission to the Teacher Education program; senior standing.

**EDUC 432. Observation and Student Teaching: Music • 12-15 credits**

Directed observation and supervised teaching experience. The student is required to spend a full day, five days a week, for a quarter in the elementary schools and for a quarter in the secondary schools. Student teaching should be considered a full-time professional obligation. Prerequisites: Admission to the Teacher Education program; senior standing.

**EDUC 433. Observation and Student Teaching: Physical Education • 7-8 credits**

Directed observation and supervised teaching experience. The student is required to spend a full day, five days a week, for a quarter in the elementary schools and for a quarter in the secondary schools. Student teaching should be considered a full-time professional obligation. Prerequisites: Admission to the Teacher Education program; senior standing.

**EDUC 434. Observation and Student Teaching: Secondary Physical Education • 7-8 credits**

Directed observation and supervised teaching experience. The student is required to spend a full day, five days a week, for a quarter in the secondary schools. Student teaching should be considered a full-time professional obligation. Prerequisites: Admission to the Teacher Education program; senior standing; recommendation of the Physical Education and Secondary education chairs.

**EDUC 440. Student Teaching Early Childhood: Birth to 3 • 6-8 credits**

Directed observation and supervised teaching experience in a home-based model with infants, toddlers and families. Full day, five days a week for one half a semester. Student teaching should be considered a full-time professional obligation. Prerequisites: Admission to Teacher Education program; senior standing.

**EDUC 441. Student Teaching Early Childhood: Ages 3 to 6 • 6-8 credits**

Directed observation and supervised teaching experience in a center-based model with pre-primary age children. Full day, five day a week for one half of a semester. Application is to be made by February 1 of the year before student teaching. Student teaching should be considered a full-time professional obligation. Prerequisites: Admission to Teacher Education program; senior standing.

**EDUC 442. Student Teaching Early Childhood: Ages 5 to 8 • 6-8 credits**

Directed observation and supervised teaching experience in a school-age classroom with primary children, kindergarten-third grade. Full day, five days a week for one half of a semester. Student teaching should be considered a full-time professional obligation. Prerequisites: Admission to Teacher Education program; senior standing.

**EDUC 452/552. Diagnostic and Prescriptive Techniques of Teaching Reading • 4 credits**

Diagnostic and prescriptive techniques for classroom teachers of reading. Corrective techniques appropriate for less severe reading disabilities; writing diagnostic and progress reports; parent interviews; designing prescriptions for teaching, tutoring and evaluating children in clinical setting. Lecture and laboratory.

**EDUC 452 Prerequisites:** EDUC 371; EDUC 205 or 207.

**EDUC 552 prerequisites:** One foundation course in reading and at least two years teaching experience. Graduate students (552) are required to fulfill 452 requirements, complete a daily reflection form, and transcript four interactions with their child.

**EDUC 453/553. Reading Clinic: Advanced Teaching Practicum • 4 credits**

Diagnosis and correction of reading problems in a clinical setting. Using and evaluating formal and informal test instruments; writing diagnostic and progress reports; parent interviews; designing prescriptions for teaching, tutoring and evaluating children in reading programs and content areas. Graduate students complete video case study.

**EDUC 453 Prerequisites:** EDUC 205 or 207; EDUC 369, 372, 452.

**EDUC 553 Prerequisites:** One course in diagnostic and prescriptive techniques of teaching reading and at least two years teaching experience.

**EDUC 455/555. Middle School Psychology • 3 credits**

Examines growth and development of the middle school age child with particular emphasis on social, emotional, physical and cognitive characteristics and needs of middle school children. Examines role of teacher in assessment, coordination and referral of students to health and social services.

**EDUC 455 Prerequisites:** EDUC 205 or 207, 284, 309.

**EDUC 555 Prerequisites:** Hold teaching license.

**EDUC 456/556. Teaching Reading to Adolescents • 3 credits**

Assessment of adolescent reading and study skills in various content areas. Methods and materials used in teaching developmental reading and study skills in junior high through senior high school content courses will be taught.

**EDUC 456 Prerequisites:** EDUC 205 or 207; Admission to Teacher Education Program and Junior status.

**EDUC 459/559. Elementary Content Reading • 3 credits**

Undergraduate teacher-preparation course focuses on methods and strategies designed to maximize elementary student content area learning (e.g., social studies, science, literature, mathematics, art, music, etc.) using literacy strategies. Literacy strategies discussed enhance learning by improving students' abilities to read, write, study, and think critically in the language of the content area. Incorporates technology and requires the student do a learning designed project to reinforce strategies learned.

**EDUC 459 Prerequisites:** EDUC 452.

**EDUC 559 Prerequisites:** One course in diagnostic and prescriptive techniques of teaching reading and a least two years

teaching experience. Graduate students complete literacy coach module.

**EDUC 460/560. Developing Evidence-Based Reading Instruction Programs • 1 credit**

Provide students with the organizational skills needed to develop appropriate evidence-based reading instructional practices. Synthesize information from previous reading and language arts classes in order to organize evidence-based reading instruction programs and organize instructional reading strategies.

**EDUC 460 Prerequisites:** EDUC 205 or 207. Corequisites: EDUC 453/553 or instructor permission.

**EDUC 560 Prerequisites:** Graduate students will design a framework suitable for reading instructional programs based on current research.

**EDUC 461/561. The Middle School • 3 credits**

Coursework includes middle school philosophy, curriculum design, assessment, developmentally appropriate instructional methods including but not limited to interdisciplinary teaming, and content area reading instruction.

**EDUC 461 prerequisites:** EDUC 205 or 207, 284.

**EDUC 561 prerequisites:** Teaching license.

## English

**ENGL 100. Introduction to Writing • 3 credits**

Introduction to the writing process with an emphasis on fluency. Students learn to develop and structure their ideas in writing, through a variety of one-page assignments and longer papers. Discussions of grammar, mechanics, spelling, and usage are designed specifically around student needs. ENGL-100 counts toward graduation as an elective. A competency level of C or better is required for entrance into ENGL 101.

**ENGL 101. English Composition • 3 credits**

An introduction to university writing. Practices may include writing as rewriting, writing from sources, writing for an audience, developing a voice, and editing. A grade of C or better is required to pass this course.

**+ENGL 120. Literary Topics • 3 credits**

Primarily for non-majors. An introductory exploration of literature, focusing on specific themes and topics. Topics will be specified each semester. Cannot be used as an elective credit for English majors, minors, or English education majors. Can be taken more than once to fulfill general education requirements.

**+ENGL 121. Love Lyrics • 3 credits**

Primarily for non-majors. An introductory exploration of love songs through the ages from the Song of Songs to the present, with emphasis on the theme of love with its myriad manifestations and the conventions which the earliest to the most recent lyrics employ. Cannot be used as elective credit for English or Writing majors or minors, unless it is the first course taken toward such degrees. Prerequisites: ENGL 101, with a minimum grade of C.

**+ENGL 122. Vietnam War in Literature and Film • 3 credits**  
A study of the Vietnam War as represented in literature and film anchored by its historical and cultural context.

**+ENGL 123. Baseball in Literature and Film • 3 credits**  
A study of the representation and cultural meaning of baseball in fiction, poetry, and film.

**+ENGL 124. Disabilities Literature • 3 credits**  
A study of disabilities through personal memoir and creative non-fiction.

**+ENGL 125. Holocaust Literature • 3 credits**  
A study of the literature by and about the people whom the Nazis tried to exterminate between 1933 and 1945.

**+ENGL 199. Creative Forms • 3 credits**  
A "workshop" introduction to the fundamental models of creative writing including fiction, non-fiction, poetry, and drama. Students will read and analyze a wide range of modern and contemporary literary texts while adapting studied forms and techniques to their own creative work. In addition to readings and in-class exercises, the majority of the course work will revolve around students' sample pieces and eventual portfolio. Prerequisites: ENGL 101.

**+ENGL 201. British Literature I • 3 credits**  
A survey of major literary texts from 8<sup>th</sup> to 18<sup>th</sup> century Britain (Medieval, Renaissance, and Enlightenment) in the genres of epic, lyric poetry, and drama, with attention to language developments from Old English to modern English. Prerequisites: ENGL 101.

**+ENGL 202. British Literature II • 3 credits**  
A survey of British poetry, prose and drama from the Age of the French Revolution through the long reign of Queen Victoria and to watershed events of the 20<sup>th</sup> century, the Great War, Depression and World War II. Prerequisites: ENGL 101.

**+ENGL 210. American Literature I • 3 credits**  
A survey of American literature from the exploration and settlement to the Civil War, emphasizing cultural identity and diversity. Prerequisites: ENGL 101.

**+ENGL 211. American Literature II • 3 credits**  
A survey of American literature from the Civil War to the present, emphasizing cultural identity and diversity. Prerequisites: ENGL 101.

**ENGL 215. Tutorial Writing • 1 credit**  
Theory and practice of tutoring writing. This course has specific applications for students tutoring writing in the Student Success Center. Instructor's consent required. Prerequisites: ENGL 101.

**WI-ENGL 216. Persuasive Writing • 3 credits**  
An intermediate writing workshop on argument that asks the following questions: Why is argument important? What is a good argument? How do writers motivate and persuade readers? Emphasis will be on argument in the "real" world: ads, letters to

the editor, as well as presentations and proposals. Prerequisites: ENGL 101.

**WI-ENGL 218. Technical Writing • 3 credits**  
An introduction to writing, editing, and designing functional and user-friendly technical documents. Prepares students to compose with clarity, precision, and attention to detail. Appropriate for all majors, especially those in technical fields. Prerequisites: ENGL 101, with a minimum grade of C.

**WI-ENGL 219. Introduction to Literary Studies • 3 credits**  
An introduction to methods of analysis and writing employed by critics and scholars in English and the variety of critical conversations texts generate in different genres. Writing assignments train students to participate in scholarly dialogues. Prerequisites: ENGL 101, with a minimum grade of C.

**+ENGL 220. African American Literature • 3 credits**  
A study of African-American poetry, fiction, drama, and non-fiction organized by chronology or theme with special emphasis on traditions, transformations, and identity.

**+ENGL 221. Canadian Literature • 3 credits**  
A study of works by Canadian writers, exploring literary, social, and cultural contexts. Readings may focus on important issues such as identity formation, the colonial experience, and the French minority as represented in the literature.

**+ENGL 222. Women's Literature • 3 credits**  
A study of literature by women that explores issues and questions central to the experience of women.

**+ENGL 223. Minority Voices • 3 credits**  
A study of works by writers from one or several minority groups. Attention is paid both to the texts and to their social contexts.

**ENGL 230/530. The Structure & Grammar of English • 3 credits**  
The structure and grammar of English courses provides a survey of English language, its constituents and their relationships, for students intending to enter ESL classrooms. It is a required course for those seeing the ESL endorsement in the TEP or the ESL minor in the English department. The course is offered annually in hybrid format in the spring only. Prerequisites: ENGL 101.

**+ENGL 240. Fiction into Film • 3 credits**  
A study of fiction that has been reproduced as film, including a critical examination of the characteristics and techniques of both media, and how each can illuminate the other.

**+ENGL 241. Detective Fiction and Film • 3 credits**  
A study of the representation of the detective in fiction and film including the history of the genre and its engagement with social and cultural norms of its time.

**+ENGL 242. Science Fiction • 3 credits**  
A study of science fiction.



**+ENGL 243. Irish Literature • 3 credits**

A study of prominent Irish authors and interconnections between the cultural and political struggles within Ireland. The course examines the influences of literature on Irish history, politics and identity. Prerequisites: ENGL 101.

**+ENGL 246. Literature of Place • 3 credits**

A study of literature by authors who have a central concern within their work for issues pertaining to the environment, wilderness, travel, location, and urban landscapes. Each section will specify a particular theme or focus. Prerequisites: ENGL 101.

**+ENGL 302. Medieval Literature • 3 credits**

A critical examination of the literature of the Middle Ages, including secular and religious works in the genres of lyric, long narrative poetry, drama and romance. Prerequisites: ENGL 101.

**+WI-ENGL 303. Shakespeare • 3 credits**

A critical examination of Shakespeare's poetry and/or drama, this course explores the language of his comedies, tragedies, romances, and/or histories, as well as the ways in which they resonate with the concerns of early modern culture. Prerequisites: ENGL 101, with a minimum grade of C.

**+ENGL 304. Renaissance Literature • 3 credits**

A critical examination of the literature of 16th and 17th-century in its cultural and aesthetic context, focusing on the literary genres flourishing in the period: drama, poetry, and prose. Prerequisites: ENGL 101.

**ENGL 306. Restoration and Eighteenth Century Literature • 3 credits**

A critical examination of significant British and American literature written between 1660 and the end of the 18th century with particular attention to their cultural contexts. Prerequisites: ENGL 101.

**+ENGL 307. Romanticism • 3 credits**

A critical examination of British poetry and fiction—by writers such as Mary Wollstonecraft, Wordsworth, Byron, and Mary Shelley—that emerged from the revolutionary spirit that swept through Europe and America at the end of the 18<sup>th</sup> and beginning of the 19<sup>th</sup> centuries. Prerequisites: ENGL 101.

**+ENGL 309. Victorian Literature • 3 credits**

A critical examination of British poetry, fiction and non-fiction from the 1830s to the end of the century. The threat of revolution, urban collapse, the captains of industry and imperialist adventurers, the fallen woman and the angel of the house, the aesthetes and decadents of the 90s are among possible targets for investigation. Prerequisites: ENGL 101.

**+ENGL 310. Nineteenth Century Fiction • 3 credits**

A critical examination of the novel in Great Britain from Austen to Hardy, that will occasionally include American and Continental works. Focus will be money and manners, love and family, village, city, and politics, as well as the history and

development of the literary genre that becomes especially important in the 19th century. Prerequisites: ENGL 101.

**ENGL 313/513. Linguistics: Language and Learning • 3 credits**

A general overview of the structure of the English language, with an emphasis on topics that will be useful for educators. Topics covered include sentence level grammar and syntax, words and word parts, and the sounds of English. Issues surrounding dialects, profanity, the link between language skills and intelligence, and the relationship between grammatical knowledge and writing ability are among those explored.

**WI-ENGL 315. Written Business Communication • 3 credits**

An exploration of practical strategies for writing effective documents common to business, industry, and government. Emphasis is on writing practice and problem-solving through simulated business communication situations. Appropriate for all majors. Prerequisites: ENGL 101, with a minimum grade of C.

**WI-ENGL 316. Expository Writing Workshop • 3 credits**

An advanced workshop in expository writing intended for students who already have a command of essay-writing skills. Includes work on cultivating an effective style and a methods component for prospective writing and language-arts teachers at all levels. Prerequisites: ENGL 101, with a minimum grade of C.

**+ENGL 317. Creative Writing Workshop • 3 credits**

A workshop focusing on the creative forms of poetry and fiction. Student work forms the center of the course, supported by outside reading and writing exercises. Prerequisites: ENGL 101.

**WI-ENGL 319. Writing about Place • 3 credits**

An advanced workshop in non-fiction writing for students who are interested in place as well as the possibilities and beauties of the English sentence. Students will not only write, but will also read works by essential American writers such as Leopold, Abbey, and Dillard. Prerequisites: ENGL 101, with a minimum grade of C.

**ENGL 320. Writing Topics • 3 credits**

A workshop focused on a specific writing genre or theme such as journals, biography, spiritual reflection, art and theater reviews, humor, or playwriting. Reading, writing exercises, and discussion create the context for student writing. Prerequisites: ENGL 101.

**ENGL 321. Memoir Writing • 3 credits**

An advanced writing workshop focusing on the memoir as an art form. Life experience will be explored as source material for writing projects. Some study of examples of the genre will accompany writing assignments, workshop critiques, and portfolio preparation. Prerequisites: ENGL 101.

**ENGL 326. Devotional Writing • 3 credits**

An advanced writing course investigating the rhetorical methods of devotional and mystical writers from a variety of cultural and rhetorical traditions. The course includes readings as examples of the rhetorical strategies that writers develop to write about their beliefs and allows for both analytical and creative approaches to the materials and subjects through the written assignments. Prerequisites: ENGL 101.

**+ENGL 328. The Sonnet • 3 credits**

An advanced creative writing workshop in which students focus on the sonnet form. Students read sonnets from the form's beginnings in Italy through its English Renaissance translations and development as a seminal form in English literary history up to the present. Significant English and American sonnets, as well as sonnets in translation will serve as models and inspiration for the students' own writing of a thematically connected body of sonnets. Prerequisites: ENGL 101.

**ENGL 335. Topics in Writing and Persuasion • 3 credits**

Considers methods of textual production and reception from a rhetorical perspective. Students examine and practice ways to persuade an audience in a particular rhetorical context. Prerequisites: ENGL 101.

**+ENGL 341. American Poetry • 3 credits**

An exploration of the American voice in poetry. Writers may include early poets such as Taylor and Bradstreet; 19<sup>th</sup> century poets such as Whitman and Dickinson; early and mid-20<sup>th</sup> century poets such as Pound, Williams and Hughes; and contemporary poets such as Rich, Ginsberg and Jordan. Prerequisites: ENGL 101.

**+ENGL 343. American Realism and Naturalism • 3 credits**

An examination of fictional realism and naturalism as literary movements rooted in social change and scientific beliefs in late 19<sup>th</sup> and early 20<sup>th</sup> century America. Writers may include Twain, Howells, James, Chopin, Wharton, Norris, Crane, Dreiser, and others, including minority writers. Prerequisites: ENGL 101.

**+ENGL 344. Modernism • 3 credits**

A multinational and interdisciplinary study of the forms, concepts, and sensibilities emerging from the early 20<sup>th</sup> century movement known as Modernism. Prerequisites: ENGL 101.

**+ENGL 345. Twentieth Century Fiction • 3 credits**

A critical examination of 20<sup>th</sup> century fiction originating from the United States, the United Kingdom, in addition to other parts of the world. The course might look at the formal properties of fiction as well as cultural and social issues depicted in the literature. Prerequisites: ENGL 101.

**+ENGL 346. Contemporary American Fiction • 3 credits**

A study of American fiction since 1970. Prerequisites: ENGL 101.

**+ENGL 347. The Beats • 3 credits**

A study of mid-20<sup>th</sup> century American literature with a specific focus on writers who gathered in New York and San Francisco and through their writings, who challenged the social

conventions and constrictions of post WWII America.

Prerequisites: ENGL 101.

**+ENGL 348. Postmodernism • 3 credits**

A multinational investigation of mid-to-late-20<sup>th</sup> century responses to earlier literary movements and various social upheavals including World War II. Postmodernism examines how international writers responded to a series of aftermaths originating in the 20<sup>th</sup> century primarily through extreme experimentations with form and content. Prerequisites: ENGL 101.

**ENGL 350. Independent Study • 1–3 credits**

Advanced critical study or research in an area agreed upon by student and instructor. Topics are not taught in regularly offered courses. May schedule for a maximum of three credits. Prerequisites: ENGL 101.

**+ENGL 360. Advanced Topics • 3 credits**

An advanced study of specific literary forms, themes, movements or authors. Topics will be announced each semester the course is offered. Prerequisites: ENGL 101.

**+ENGL 370. Literature of Hinduism • 3 credits**

A study of the range of beliefs and practices collectively known as Hinduism and of the central sacred text in that faith tradition, *The Bhagavad-gita*. Prerequisites: ENGL 101.

**ENGL 380/580. Teaching English as a Second Language in the Elementary School • 3 credits**

This course addresses the techniques, methods and materials for Teaching English as a Second Language to children. Sociocultural factors of second language acquisition are explored. Students will design, implement, and evaluate lesson plan for English Language Learners (ELLs) through a 15-hour practicum that includes classroom observations, lesson preparation, and practice teaching. Prerequisites: ENGL 230 or 313.

**ENGL 381/581. Teaching English as a Second Language: Secondary and Post-Secondary Learners • 3 credits**

A course addressing the theory and practice of teaching English as a second language to learners at the secondary level or older. The course includes lectures, workshops, and teaching practicum. Prerequisites:

**ENGL 399. Career Paths for Writers • 1 credit**

An exploration of professions and careers for writers with emphasis on publishing opportunities. Research, interviews, and collaboration with the Career Center will assist students evaluating career options or seeking markets for their writing. Prerequisites: Instructor's consent required.

**ENGL 400. Writing Internship • 1–6 credits**

Supervised experience working as a writer in a professional environment. Selected candidates will keep a journal, write a reflective paper and submit a portfolio of written work. Credit will be determined through consultation between work supervisor and faculty supervisor. Prerequisites: ENGL 101;

Instructor's consent required.

**WI-ENGL 401. Senior Seminar • 3 credits**

A capstone to the major in English, including a research paper which uses critical and scholarly methods to explore a student selected topic. Prerequisites: ENGL 101, with a minimum grade of C.

**+ENGL 415. Advanced Poetry Workshop • 3 credits**

An advanced workshop for students experienced in writing poetry. Prerequisites: ENGL 101, 316.

**+ENGL 418. Advanced Fiction Workshop • 3 credits**

An advanced workshop for students experienced in writing fiction. Prerequisites: ENGL 101, 316.

## Engineering

**ENGR 105. Introduction to Industrial Engineering • 2 credits**

This course introduces students to the engineering profession. Includes experience in simulating IE and ME projects and skills to become a successful engineering student.

**ENGR 111. Advanced Engineering Graphics • 1 credit**

Utilization of advanced tools in ProEngineer. Computer aided analysis of solid models. Prerequisites: Previous experience with CAD and instructor permission.

**ENGR 112. Engineering Graphics • 4 credits**

The graphic solution of space problems involving points, lines and planes, geometric construction, orthographic and pictorial representation, auxiliary views, sectioning, dimensioning, basic engineering symbols. Solid modeling and computer-aided design. Utilization of advanced tool. Computer aided analysis of solid models.

**ENGR 201. Engineering Service • 0 credit**

Students are required to demonstrate service to the discipline in the form of 10 hours minimum volunteer work. Service hours may be earned by participating in sponsored outreach programs, judging sponsored engineering events, science fairs, or invention competitions. Students are also required to attend a seminar. Prerequisites: Approval from advisor.

**ENGR 265. Engineering Economy • 3 credits**

Evaluation of private and public sector project alternatives in quantitative and qualitative terms. Cost/benefit analysis. Time value of money and application of this concept to evaluation of economic feasibility and comparison of alternatives. Methods present value, return on investment and payback. Corequisites: MATH 191.

**ENGR 270. Materials Science • 2 credits**

Introduction to the structure of metals, polymers and ceramics. Examination of the crystal structure and imperfections in metals, as well as mechanical, physical, and chemical properties and failure mechanisms of materials. Phase equilibrium diagrams

will be presented and heat treatment principles discussed. Engineering applications will be emphasized. Prerequisites: CHEM 104 or CHEM 103 or CHEM 105.

**ENGR 280. Statics and Strength Materials • 4 credits**

Vector and scalar treatment of forces. Resultants, equilibrium friction, centroids, moments and products of inertia, external and internal forces. Applications to pulleys, trusses, frames, beams. Stress, strain, material properties and behavior. Elements of stress and deformation analysis applied to members subject to axial, torsional, flexural and combined loadings. Elementary considerations of theories of failure, buckling, repeated and impact loads. Prerequisites: PHYS 251.

**ENGR 296. Manufacturing Processes: Fundamental and Computer-Aided • 4 credits**

Fundamentals of manufacturing processes including founding processes, machining, forming, and assembly. Provides knowledge and ability to apply computer-aided manufacturing technology as a cost-effective strategy. NC, CNC, CAD/CAM, robotics, vision systems, PLC's and other technologies are investigated and their applications explored. Two hours lectures and two hours labs per week. Prerequisites: ENGR 270; ENGR 111, 112.

**ENGR 301. Engineering Participation • 0 credit**

Students are required to participate in professional engineering society functions. Presenting original work at a sponsored meeting, conference or symposium, publishing original work in a sponsored journal or attending a professional conference will meet this requirement. Students are also required to attend a seminar. Prerequisites: Approval from advisor.

**ENGR 302. Engineering Dynamics • 3 credits**

Dynamics and kinematics of particles and rigid bodies in rectangular, polar and spherical coordinates. Work-energy and impulse-momentum theorems for rigid body motion. Oscillations of particles and systems. Applications to engineering systems. Prerequisites: ENGR 280.

**ENGR 320. Research Topics • 3 credits**

Field design, laboratory, or library research of an approved topic in engineering. Must be different from other courses, but may be an extension of an existing course. May be repeated once for credit. Prerequisites: Instructor approval.

**ENGR 401. Engineering Exit Survey • 0 credit**

Student will complete department exit survey and/or interview. Prerequisites: Final semester engineering student.

**ENGR 450. Professional Experience • 1-6 credits**

Experience working in the environment of an engineer in a business, industry, government, military, hospital, education, or similar functional activity that uses problem-solving and/or design methods. Experience may be obtained through suitable work. An alternative assignment may be completed with engineering faculty advisory assistance, involving a significant engineering project with local industry or an on-campus project. Prerequisites: Junior status and Advisor approval.

## Environmental Studies

### +ENVS 201. Introduction to Environmental Studies • 2 credits

This course provides students with an overview of the breadth and scope of our intricate and complex relationship to the natural world. Students will determine whether or not they would like to pursue the interdisciplinary minor in Environmental Studies. Content will emphasize the history of environmental crises and the human response to them and the aesthetics of the environment. Corequisites: SVLN 201.

### ENVS 400. Environmental Studies Capstone • 1-3 credits

This course consists of a student-selected/faculty approved research thesis to be completed by graduation. Combines directed 'internship' of field experiences and individualized research. While valid and important research places can be found close by, students are encouraged to pursue their research through a 3-6 week residence in one of the worlds' ecosystems such as the African Savannah, Australian Outback, American Badlands, or Argentinean Pampas. A formal public oral presentation of the student's work, followed by an exchange with a 3 member faculty panel will be the culmination of the course. Prerequisites: BIOL 109, ENGL 319, PHIL/THEO 311, ENVS 201, SVLN 201, ECON 335, SOC/PSCI 375.

## Finance

### +FNCE 200. Personal Finance • 3 credits

This course studies the process of personal financial planning. Emphasis is on the development of financial plans, the understanding of various instruments for borrowing and investing and the integration of the personal financial plans with the finances of the owner-run business.

### FNCE 300. Principles of Finance • 3 credits

Today's student wants to learn about all areas of finance rather than just how the large corporation functions. The course includes coverage of the three main topic areas: markets and institutions, investments, and managerial finance. While the greatest emphasis of the course is on corporate topics, the amount of detail has been limited to facilitate coverage of areas that are of interest to a greater number of students. This broad approach appeals to majors and non-majors alike by allowing students to better understand financial information for making business and personal finance decisions. Prerequisites: ACCT 201, 202; ECON 201, 202.

### FNCE 301. Financial Valuation in the Corporation • 3 credits

This course stresses three critical elements of corporate finance: the relationship of the corporate form to external funding in markets, the use of valuation principles to evaluate new investments by the company and the day-to-day duties that are required in the Treasury function of corporate finance. Prerequisites: FNCE 300.

### FNCE 302. Investments: Security Analysis in a Global Environment • 3 credits

This course is the first course in investments, focusing on security analysis. It covers a range of topics related to security selection, with an emphasis on portfolio selection only where needed. The topics include coverage of the institutional structure of equity markets, fundamental methods of security selection, a discussion of whether efficient markets, technical methods of security selection, and valuation models for equity. Prerequisites: FNCE 300.

### FNCE 401. Financial Planning and Decision-Making • 3 credits

This course may be approached as an advanced course in financial valuation and sources of funds or as a case course, depending on the instructor. In either case, relevance would be on practical application. The course would require students to apply valuation and financing methods to realistic situations and emphasize both the role of financial analysis in strategic and tactical planning and the interrelationship between functional areas of the company in performing financial analysis. The end point of the course will be to expose students to current best practices in the analysis considered. Prerequisites: FNCE 301.

### FNCE 402. Investments: Bond, Fund and Risk Management • 3 credits

This course builds on the security analysis course in three fundamental areas: valuation and investment in fixed income instruments, issues in the management of funds (such as fund purposes and active versus passive management), and the analysis and hedging of risk in all investment decisions (so that derivative instruments and arbitrage-based strategies would be surveyed). Prerequisites: FNCE 302.

### FNCE 403. Management of Financial Institutions • 3 credits

This course is an in-depth coverage of the issues involved in managing a financial institution. This course could be focused on some subset of many relevant issues: the management of the institution from the asset and liability perspective, the management of the institution from the risk management perspective, the role of regulation in institutional management, the impact of market consolidation on bank management, the impact of multi-function institutions and the special management issues involved, etc. The course could have a content or case focus, depending on the topics covered. Prerequisites: FNCE 300.

### FNCE 491. Topics in Corporate Finance • 3 credits

This course is designed to have varying topics, depending on the issues relevant to at the time or the interests of students or faculty. Topics could range from: off-balance sheet activity, mergers and acquisition, divestitures/downsizing, corporate diversification (synergistic versus traditional), corporate governance, etc. Corequisites: FNCE 401.

### FNCE 492. Topics in Valuation • 3 credits

This course is designed to have varying topics, depending on the issues relevant to at the time or the interests of students or faculty. Topics could range from: derivative valuation, hedge

fund management, international valuation and risk, arbitrage-based strategies, analyst due diligence, institutional trading activity, advanced technical analysis, etc. Corequisites: FNCE 402.

## French

### **+FREN 101. First Semester French • 3 credits**

Acquaints the student with French through experiences in the five language skills of understanding, speaking, reading, writing and culture. Offered in the fall.

### **+FREN 102. Second Semester French • 3 credits**

Continuation of FREN 101. Offered in the spring. Prerequisites: French 101 or equivalent score on placement exam.

### **+FREN 103. Accelerated Beginning French • 5 credits**

Combines course content of the first two semesters of basic French (101, 102) in one semester of intensive study. Acquaints students with basic language skills of understanding, speaking, reading and writing of simple non-literary French prose on high-frequency topics. Learning and language practice occurs in context of geographical and cultural topics of interest in the French-speaking world. Prerequisites: Instructor's consent required.

### **+FREN 201. Third Semester French • 3 credits**

Enhance and expand French language skills and understanding of cultural differences. Prerequisites: FREN 102, 103, or equivalent score on placement exam

### **+FREN 202. Fourth Semester French • 3 credits**

Students will develop reading strategies, increase vocabulary, and explore more advanced grammatical concepts through cultural readings Prerequisites: FREN 201 or equivalent score on placement exam.

### **+FREN 301. Advanced French I • 3 credits**

An expansion of reading, writing and language skills through the advanced study of grammar, stylistics, and vocabulary in short fiction texts and non-fiction articles. Prerequisites: FREN202.

### **+WI-FREN 302. Writing and Conversation in French • 3 credits**

This is a continuation of FREN 301 with the goal of further expanding language skills, especially written expression and conversational skills through French and Francophone social issues in various media. By practicing writing in numerous forms and revisions, students will sharpen their ability to articulate their knowledge and opinions of global issues, a skill that will be essential in successfully using their French language skills in their professional and personal lives beyond SAU. Prerequisites: FREN 301, 303, 304 or consent of instructor; ENGL 101, with a minimum grade of C.

### **+FREN 303. Social Issues in the French-Speaking World • 3 credits**

This course introduces students to some major writers and filmmakers whose themes, techniques and major works examine women and marginalized groups in the Francophone (French-speaking) countries of Haiti, Algeria, Senegal, and France. Topics will include colonization, decolonization, race, class, language choices, religion, marriage, immigration, and violence. Students will improve their literacy of the Francophone world as well as improve their reading and analytical skills. Prerequisites: FREN 301, 302 or equivalent.

### **+FREN 304. French and Francophone Cinema • 3 credits**

This general introduction to French and Francophone cinema will trace some key moments in France's film industry from the silent era to the present. We will study leading filmmakers and movements. Class discussions will consider how cinema represents historical context and social issues such as racism. Students will see role France has historically played, and sometimes continues to play, across the globe. Students will also learn strategies for analyzing visual texts. Prerequisites: FREN 301, 302 or equivalent.

### **FREN 310. Special Topics in French and Francophone Studies • 3–9 credits**

Includes the study of topics, sometimes a literary genre or period, which are dealt with in more detail than is possible in a survey of literature course, or work in syntax or vocabulary building as a means of expression, or problematic points in grammar. Topics to be announced. May be repeated if topics are different. Prerequisites: FREN 301, 302.

### **FREN 311. Introduction to Business French • 3 credits**

The course focuses on the topics, language, vocabulary and structures used in everyday business dealings in French-speaking countries. Areas covered include the economy, industry, commerce, transportation and banking. Prerequisites: FREN 301, 302.

### **FREN 400. Capstone Experience • 3 credits**

A required course for French majors to be taken during the final year of study. This course is an independent study for which students create a portfolio of their studies in French and design and complete a final project with the guidance of their advisor in the department. Prerequisites: Instructor's consent required.

## Geography

### **+GEOG 201/NSCI 205. Physical Geography • 3 credits**

Natural environment with emphasis on spatial interaction of elements, resources and their uses.

### **+GEOG 205. Human Geography • 3 credits**

Principles of human spatial behavior and how they apply to social, economic, and political problems.

### **GEOG 310. World Regional Geography • 3 credits**

The world's major regions (North America, Latin America, Europe, Asia, North Africa, Southwest Asia and Sub-Saharan Africa) are studied. Emphasis on comparing the impact of

economic development, globalization, and local diversity on world regions. Prerequisites: GEOG 201 or 205.

**GEOG 322. Economic Geography • 3 credits**

Location and spatial organization of world economic activity such as manufacturing and trade. Prerequisites: GEOG 201 or 205.

**GEOG 340. Urban Geography • 3 credits**

Urban space and activities, theories and processes of urbanization, and contemporary urban problems in geographic perspective. Prerequisites: GEOG 201 or 205.

**GEOG 360. Maps and Mapping • 3 credits**

Types, design, and functions of maps. Prerequisites: GEOG 201 or 205.

**GEOG 370. Studies in Geography • 3 credits**

Particular world regions or problems. Topics change according to world events and needs of students. Prerequisites: GEOG 201 or 205.

## German Studies

**+GS 101. First Semester German • 3 credits**

Acquaints the student with the German-speaking world through experience in the five language skills of understanding, speaking, reading, writing and culture.

**+GS 102. Second Semester German • 3 credits**

Continuation of GS 101. Prerequisites: GS 101 or equivalent score on placement test.

**+GS 103. Accelerated Beginning German • 5 credits**

Combines the course content of the first two semesters of basic German (101 & 102) in one semester of intensive study. This course acquaints students with the basic language skills of understanding, speaking, reading and writing of simple, non-literary German prose on high-frequency topics. Learning and language practice occurs in the context of geographical and cultural topics of interest in the German-speaking world. Prerequisites: Instructor's consent or appropriate score on placement test.

**+GS 201. Third Semester German • 3 credits**

Review and greater mastery of written and spoken German. Readings of German texts. Grammar review. Prerequisites: GS 101, 102 or equivalent score on placement exam.

**+GS 202. Fourth Semester German • 3 credits**

Continuation of GS 201. Prerequisites: GS 101, 102 and 201 or equivalent score on placement exam.

**+GS 301. Advanced German I • 3 credits**

Advanced study of grammar, style and syntax. Development of both written and oral skills. Emphasis on acquiring composition skills. Readings from collections of short stories. Prerequisites: GS 202.

**+GS 302. Advanced German II • 3 credits**

Continuation of GS 301 with greater emphasis on conversational skills and use of colloquial German. Readings from German texts, television and radio. Prerequisites: GS 202.

**+GS 303. German Short Story • 3 credits**

Readings and discussions from a variety of authors, including the Grimm Brothers, Böll, Grass and Borchert. Designed primarily to develop and enhance literacy in German. Prerequisites: GS 302.

**+GS 304. German Film • 3 credits**

German films and documentaries that deal with World War II and its aftermath, including post-reunification issues. Investigation of how Germans are attempting to come to terms with their past and how they continue to struggle to re-define themselves. Prerequisites: GS 202.

## Health Sciences

**HS 100. Health Careers Exploration • 1 credit**

This course is designed for students interested in exploring a range of careers available in health care. Students will discuss current issues and topics related to health care, while reflecting on their own values, skills and interests in order to determine if a career in the health professions is a good fit for them. Through lectures, hands-on experiential learning sessions, blackboard discussions, a panel discussion, patient grand rounds, and reflective journaling, students will gain an understanding of the skills, education, and experiences that are required for the health professions programs available at St. Ambrose University.

**HS 150. Introduction to Health Sciences Professions • 2 credits**

This course is designed for any student interested in pursuing a career in the health professions. A variety of health professions will be explored by the student, via literature research, panel speakers (community health care professionals), as well as by individual student job shadowing. Students will be encouraged identify their personal talents and interests to determine how these best fit into a career. Students will learn how to write cover letters, resumes/CV and thank you letters. In addition to focusing on individual health professions, the course will examine how these professions fit into a healthcare team. Special topics in medical ethics will be incorporated into classroom discussion.

**HS 250. Medical Terminology • 1 credit**

This is an introductory course which emphasizes the recognition, definition, and pronunciation of medical terms. The student will understand the meaning of these words by defining the word roots and combining forms. Sophomore status recommended.

## History

**+HIST 100, 101, 102, 103. History Matters • 3 credits**

A topical course of varied content, designed to introduce first-year students and non-majors to the discipline of history.

**+HIST 201. United States to 1877 • 3 credits**

Survey of United States from its beginnings through post-Civil War Reconstruction. This course is designed for History majors, prospective History majors, and for non-majors who are interested in historical research, writing, and textual analysis.

**+HIST 202. United States since 1877 • 3 credits**

Survey of United States history from the end of Reconstruction to the present. This course is designed for History majors, prospective History majors, and for non-majors who are interested in historical research, writing, and textual analysis.

**HIST 205. Introduction to Historical Methods • 3 credits**

This course serves as an introduction to historical methods for history majors. Students in the course will learn the fundamentals of historical practice, including research, analysis and writing. Students will also be exposed to key ideas in historiography.

**+HIST 210. The Atlantic System • 3 credits**

An advanced survey of colonial American history from the first European encounter with the New World to 1760. Spanish, Portuguese, English and French settlement in the Americas investigated, with special attention to religious, economic, social and political history. Includes a comparative investigation of slavery in the Americas. This course is designed for History majors, prospective History majors, and for non-majors who are interested in historical research, writing, and textual analysis.

**+HIST 211. Asia • 3 credits**

A survey course that focuses on political, economic, social, cultural, and philosophical developments in China, Japan, Korea, Vietnam, and/or India, and examines the influence of Asian nations on the rest of the world. This course is designed for History majors, prospective History majors, and for non-majors who are interested in historical research, writing, and textual analysis.

**+HIST 212. Modern Africa • 3 credits**

An introduction to African history from 1800 to the present.

**+HIST 213. Latin America • 3 credits**

This course surveys Latin American History from the pre-Columbian period through twentieth century. Our study of Latin America begins with the European conquest of indigenous people which created a new society that blended Indian, European and African traditions. This course will examine the colonial period, as well as how the Latin American nations have come to terms with political independence and economic underdevelopment.

**+HIST 215. Classical Europe • 3 credits**

This course seeks to introduce themes of Classical Culture through the study of a variety of sources including and not limited to historical, artistic, literature, philosophical readings and other media.

**+HIST 216. Medieval Europe • 3 credits**

This course will examine the political, religious, social, economic, and cultural history of the Medieval West from the fall of Rome, A.D. 400 to A.D. 1500. Prerequisites: Sophomore standing.

**+HIST 217. Modern Europe • 3 credits**

This course surveys Europe from the Treaty of Westphalia ending the Thirty years War to the collapse of Soviet Union in 1991. Over the course of the semester we will examine Europe's major historical events, including the major revolutions and conflicts. We will also examine political developments including the rise of the modern nation state as well as the development of the modern economy. Additionally, we will also pay particular attention to the cultural and intellectual developments of the period.

**+HIST 250. Intermediate Topics in History • 3 credits**

Topics in world or American history, with variable content. This course is designed for History majors, prospective History majors, and for non-majors who are interested in historical research, writing, and textual analysis.

**+HIST 306. Colonial America • 3 credits**

This course examines the complex origins of American society and culture in the colonial era from the time of first contact until the eve of the imperial crisis. We will explore the establishment and expansion of European colonization in the sixteenth and seventeenth centuries, paying careful attention to its increasing reliance on Native American trade and African slave laborers. Finally, we will trace the maturation of these colonial societies in the eighteenth century and the imperial rivalries and wars that led Britain to its spectacular, but short-lived, successes in North America on the eve of the American Revolution. Prerequisites: HIST 100 or 200 level course.

**+HIST 307. Revolutionary America, 1763-1815 • 3 credits**

This course will examine the state of the British Empire in 1763 and the imperial crisis that led the American colonists to declare their independence in 1776. We will explore the narrative and scholarly analysis of the war to secure that independence and the political process of creating and implementing a new constitutional order following it. We will also carefully consider the implications of these events for shaping the culture and everyday lives of both men and women of all races living in America. Prerequisites: HIST 100 or 200 level course.

**+HIST 308. Jacksonian America, 1815-1850 • 3 credits**

This course examines the dramatic changes in American politics and society from the conclusion of the War of 1812 to the Compromise of 1850. We will explore how western expansion, industrialization, the growth of slavery, religious revivals, reform movements, and political party development reshaped the contours of life in America and nudged the nation closer to the Civil War. Prerequisites: HIST 100 or 200 level course.

**+HIST 309. Civil War and Reconstruction, 1840-1877 • 3 credits**

This course examines the deep political and cultural fractures that led to the secession crisis and outbreak of Civil War in 1861. We will explore the conduct of the war in detail and consider its many lasting impacts on American society and culture. Finally, we will assess the intentions and outcomes of the critical efforts to heal the nation's wounds and promote greater justice for all citizens during the contested era of Reconstruction following the war. Prerequisites: HIST 100 or 200 level course.

**+HIST 310. Gilded Age and Progressive Era, 1877-1920 • 3 credits**

This course focuses upon the changes wrought in America by industrialization, urbanization, and immigration, as well as the responses of urban and agrarian reformers to these changes. This course is designed for History majors, prospective History majors, and for non-majors who are interested in historical research, writing, and textual analysis. Prerequisites: HIST 100 or 200 level course.

**+HIST 311. United States, 1917-1945 • 3 credits**

This course examines America's role in the First and Second World Wars, as well as the interwar era marked by the Roaring Twenties, Great Depression, and New Deal. This course is designed for History majors, prospective History majors, and for non-majors who are interested in historical research, writing, and textual analysis. Prerequisites: HIST 100 or 200 level course.

**+HIST 312. United States since 1945 • 3 credits**

This course examines America's rise to world power after the Second World War, and the political, economic, racial, and social fabric of postwar America, with special emphasis on the Cold War and freedom movements of the 1950s-1970s. This course is designed for History majors, prospective History majors, and for non-majors who are interested in historical research, writing, and textual analysis. Prerequisites: HIST 100 or 200 level course.

**+HIST 317. The Vietnam Wars • 3 credits**

This course addresses French and American involvement in Vietnam and Southeast Asia from the 19<sup>th</sup> century until the normalization of US-Vietnamese relations in the 1990s with particular emphasis on the wars waged in Indochina by France, the US, Vietnam, and Cambodia in the 20<sup>th</sup> century. This course is designed for History majors, prospective History majors, and for non-majors who are interested in historical research, writing, and textual analysis. Prerequisites: HIST 100 or 200 level course.

**+HIST 318. American Women: Topics • 3 credits**

This topical course covers the history of women in the United States, with particular emphasis on themes of work, family, reform, race, ethnicity, and feminism. This course is designed for History or Women and Gender Studies majors, prospective History or Women and Gender Studies majors, and for non-majors who are interested in historical research, writing, and textual analysis. Prerequisites: HIST 100 or 200 level course or WGS 201.

**+HIST 319. African American Experience: Topics • 3 credits**

This course will examine topics related to African-American history by studying primary documents, historical texts, and various media. This course is designed for History majors, prospective History majors, and for non-majors who are interested in historical research, writing, and textual analysis. Prerequisites: HIST 100 or 200 level course.

**+HIST 320. European Topics: Christianity and Culture, Early and Medieval • 3 credits**

This is a course in the History interaction between religion, namely early Catholicism and culture, primarily in the West from the earliest accounts of Christianity to the end of the Renaissance period. As it is a course in intellectual history, the main focus will be on the ideas that shaped both the faith and the society in which it grew, and the culture shaped by the dynamic between the two. This course will involve a survey of primary source documents such as legal and governing texts, theological and spiritual, works of literature, philosophical works, history, and works of art. Special attention will be given to the connection between political events and cultural and intellectual trends. Prerequisites: Sophomore standing.

**+HIST 321. Ancient Greece • 3 credits**

A survey of the history and culture of Greece from Mycenaean times through the death of Alexander the Great. This course will involve a survey of primary source documents such as legal and governing texts, classical works of literature philosophical works, history, and works of art. Special attention will be given to the connection between political events and cultural and intellectual trends. Prerequisites: HIST 205.

**+HIST 322. Rome • 3 credits**

This course is a survey of Roman history from the founding of the city in the eighth century BC to the collapse of the Western Empire in the fifth century AD. This course will involve a survey of primary source documents such as legal and governing texts, classical works of literature (Epic, Comedy, Tragedy, poetry), philosophical works, history, and works of art. Special attention will be given to the connection between political events and cultural and intellectual trends. Prerequisites: HIST 205.

**+HIST 323. Medieval Ireland • 3 credits**

This course considers Irish history from the earliest times to 1400. This period is of crucial importance in understanding the totality of Irish history. This course not only covers the range of continuities and radical discontinuities that marked Ireland's development during this time, but charts the attempted conquest of the entire country by the English Crown. We will read a variety of sources to attempt to understand and appreciate the Medieval Irish contribution to learning in general and the influence of the Irish on England and the Continent. Prerequisites: HIST 205.

**+HIST 324. Medieval Britain • 3 credits**

This course will examine the political, religious, social, economic, and cultural history of Britain from approximately



A.D. 400 to A.D. 1603, in order to establish a firm foundation of the historical record of British history and its unique contributions to European and British history. Prerequisites: HIST 205.

**+HIST 325. Renaissance • 3 credits**

This course is a survey of the history and culture of Western Europe Between 1300 and 1517. The course studies the effect of the events and movements of this period on political, ecclesiastical, social, and intellectual life, as well as on the art and architecture of the time. This course will involve a survey of primary source documents such as legal and governing texts, classical works of literature, philosophical works, theological works and works of art. Prerequisites: HIST 205.

**+HIST 326. European Reformations • 3 credits**

This course will investigate the period of time from about the end of the fifteenth century to the end of the seventeenth century, the period of time during which the nominal unity of European Christendom was forever altered by the growth of new Protestant churches. The major focus include, people and ideas that helped to shape our modern world: the growth of individualism, capitalism, secularism, the scientific revolution, and the new ideas concerning God and human's place in the universe. The course studies the effect of the events and movements of this period on political, ecclesiastical, social, and intellectual life, as well as on the art and architecture of the time. Prerequisites: HIST 205.

**+HIST 330. American Immigration • 3 credits**

Explores how migrants from Europe, Asia, Africa, Latin America and the Caribbean transformed America into a diverse and pluralistic society, made possible America's emergence as an industrial power, and continue to shape public policy debates. This course is designed for History majors, prospective History majors, and for non-majors who are interested in historical research, writing, and textual analysis. Prerequisites: HIST 100 or 200 level course.

**+HIST 336. The Irish in America • 3 credits**

Examines many different aspects of the Irish-American experience in order to place the Irish-American story within the larger context of migration history. This course is designed for History majors, prospective History majors, and for non-majors who are interested in historical research, writing, and textual analysis. Prerequisites: HIST 100 or 200 level course.

**+HIST 337. Northern Ireland • 3 credits**

An examination of the causes and characteristics of "the troubles" in Northern Ireland. This course is designed for History majors, prospective History majors, and for non-majors who are interested in historical research, writing, and textual analysis. Prerequisites: HIST 100 or 200 level course.

**+HIST 338. Modern Ireland • 3 credits**

A study of modern Irish history since the 16<sup>th</sup> century. This course is designed for History majors, prospective History majors, and for non-majors who are interested in historical

research, writing, and textual analysis. Prerequisites: HIST 100 or 200 level course.

**+HIST 339. The British Empire • 3 credits**

A study of the British Empire since the sixteenth century. The course will examine the Empire from the perspective of both colonizers and the colonized. This course is designed for History majors, prospective History majors, and for non-majors who are interested in historical research, writing, and textual analysis. Prerequisites: HIST 100 or 200 level course.

**+HIST 340. Modern Britain: 1603 to present • 3 credits**

The study of modern British history from the Stuart dynasty to the present. The course explores Britain's emergence as the world's preeminent industrial nation while examining its rise and fall as a world power. Prerequisites: HIST 100 or 200 level course; sophomore status.

**+HIST 341. 18<sup>th</sup> Century Europe • 3 credits**

This course surveys Europe from the Treaty of Westphalia ending the Thirty years War to the defeat of Napoleon and the end of the French Revolution. These 160 or so years laid the foundation for the modern European civilization which followed in the wake of the French Revolution. Over the course of the semester we will examine Europe's political development including the rise of the modern nation state and of absolutism, as well as the development of the modern economy. We will also pay particular attention to the cultural and intellectual developments of the period, including the scientific revolution, the Age of Reason and the Enlightenment, as well as the French Revolution. This course should serve to give foundation of modern European history, as well as provide a further development of your skills in historical methods and in historical means of thinking. Prerequisites: HIST 100 or 200 level course.

**+HIST 342. 19<sup>th</sup> Century Europe • 3 credits**

This course surveys Europe from the Congress of Vienna ending the Napoleonic Wars and the French Revolution to the First World War period. These 99 years or so play a crucial role in European and World civilization. Over the course of the semester, we will examine Europe's political development including the rise of the modern mass politics and of World Empire, as well as the development of the Industrial Revolution and the modern economy. We will also pay particular attention to the cultural and intellectual developments of the period, including Romanticism, Positivism, Liberalism, Conservatism and Socialism. This course should serve to give foundation of modern European history, as well as provide a further development of your skills in historical methods and in historical means of thinking. Prerequisites: HIST 100 or 200 level course.

**+HIST 343. 20<sup>th</sup> Century Europe and the World • 3 credits**

This course surveys Europe and the World from the First World War to the present day. This period has been one of radical transformation, both in Europe and the larger world. Over the course of the semester we will examine Europe's political, economic, and social development and transformation, including

the profound transformation caused by two incredibly devastating wars. We will also examine the larger world, paying particular attention to the decolonization and the creation of a bipolar world. We will also pay particular attention to the cultural and intellectual developments of the period, including the Russian Revolution, post-World War One anxiety, the Spanish Civil War, post-Colonialism, and the New Left. This course should serve to give foundation of modern European history and to lesser extent world history, as well as provide a further development of your skills in historical methods and in historical means of thinking. Prerequisites: HIST 100 or 200 level course.

**+HIST 344. Spanish Civil War • 3 credits**

This course surveys the Second Spanish Republic, the Spanish Civil War, and Franco's Dictatorship. It will examine the ideological, political, social, military, and economic issues and the events of Spain during the 1930's, with particular focus on the Civil War itself. Emphasis will be placed on the intellectual and political movements that drove Spain to civil war. Prerequisites: HIST 100 or 200 level course.

**+HIST 345. European Topics: Life, Liberty, and Leviathan • 3 credits**

This course will examine the political theory of natural rights, a concept crucial to understandings of democracy and modern politics. The course will survey thinkers from the Renaissance period through the nineteenth century. Special attention will be paid to the intellectual traditions of Britain and France, the countries where the "natural rights" tradition has had the most profound impact. The goal of this course is to give the students a deeper understanding of the ideas that have shaped our world. Prerequisites: Sophomore standing.

**+HIST 346. European Topics: Books and Barricades: Revolutionary Political Theory • 3 credits**

This course will examine the revolutionary political and social theory in the 19<sup>th</sup> and 20<sup>th</sup> century. From Marx's first book in 1845 to the French upheavals of 1968, the history of revolution theory in Europe has largely been a debate between the various branches of the European left, primarily between Marxists and anarchists, or between Marxist orthodoxy and anarchist-inspired, left Marxist alternatives. The intellectual struggle between these factions will be the subject of our course. Prerequisites: Sophomore standing.

**+HIST 350. Advanced Topics in History • 3 credits**

This course will focus upon topics in world or American history, with variable content. This course is designed for History majors, prospective History majors, and for non-majors who are interested in historical research, writing, and textual analysis. Prerequisites: HIST 100 or 200 level course.

**HIST 393. Directed Readings in History • 3 credits**

Readings in areas of historical interest not provided by other history courses. Open only to junior and senior history majors with prior approval of instructor and department chair. Prerequisites: HIST 100 or 200 level course; junior/senior status; instructor consent.

**WI-HIST 400. Senior Seminar in World History • 3 credits**

This course is a topical seminar in world history that emphasizes historiography, research in primary sources, and – through peer review and revision – writing in the discipline of history. Open only to history majors. Prerequisites: HIST 205; ENGL 101, with a minimum grade of C.

**WI-HIST 401. Senior Seminar in American History • 3 credits**

This course is a topical seminar in American history that emphasizes historiography, research in primary sources, and – through peer review and revision – writing in the discipline of history. Open only to history majors. Prerequisites: HIST 250; ENGL 101, with a minimum grade of C.

**WI-HIST 410. Capstone Research Experience • 3 credits**

This course is the honors capstone research course for History majors. Students will hone their skills as historians by writing an original historical essay. This is the capstone to your undergraduate history major and you will have to synthesize the skills you learned in HIST 205 and other history courses. Students will, in individual consultation with a full time faculty member of their choice, choose a specific research topic, conduct primary source research, write a substantial piece of historical writing, and present their work at departmental conference. Prerequisites: HIST 205; instructor consent required; ENGL 101, with a minimum grade of C.

**HIST 415. Why History Matters to Me • 1 credit**

History majors will give a Power-Point presentation in which they answer two questions: 1. What are the most important historical lessons that you have learned from your coursework? 2. How has your History major prepared you to get a job or get accepted by a graduate school and to succeed in your next career step? In their presentations, students are expected to utilize evidence from their courses. Prerequisites: HIST 410.

## Honors

**+HON 101. World of Ideas • 4 credits**

This course will explore a particular theme using an interdisciplinary approach with professors from two different disciplines. Students will apply multiple ways of knowing to explore various questions and issues related to a particular theme. Prerequisites: Admission to the Honors Program.

**+HON 102. The Life of the Mind • 3 credits**

This course will continue the exploration of the theme identified for Honors 101 from the perspectives of two additional disciplines. Prerequisites: Admission to the Honors Program.

**HON 112. Speaker Series • 1 credit**

Further explores the topic addressed in HON 101 through presentations by St. Ambrose faculty and staff and guest speakers from a variety of disciplinary perspectives. Prerequisites: Admission to the Honors Program; HON 101.

**+HON 201. Special Investigations in Honors • 3 credits**

The interdisciplinary course examines a special topic from the perspectives of several scholarly disciplines. The course focuses on the emergence and significance of the phenomenon and analyzes the contributions of various disciplines in the development and classification of this phenomenon.

Prerequisites: Admission to the Honors Program; HON 101.

**WI-HON 301. The Symposium • 3 credits**

This course will focus on the interdisciplinary methods of inquiry and the role that research plays in different disciplines across the liberal arts. Students will read and critically analyze primary sources, frame a research question, conduct a literature review, and present the information to their peers. In addition, Honors 301 is a writing intensive (WI) course, offered to help students satisfy the WI graduation requirement and to achieve Number 20 of the SAU General Education Outcomes: "To effectively communicate in writing and evaluate the effectiveness of a piece of written communication." The recursive nature of the writing, with both peer and instructor response, helps the student writer recognize how to write for a wider audience in the liberal arts. This course balances the quantity of writing with attention to the continual process of writing to enhance student learning. This course serves as a prerequisite for Honors 401: Honors Thesis, and may assist students in obtaining the background information necessary for them to complete a research or scholarly project in Honors 401. Prerequisites: Admission to the Honors Program; ENGL 101, with a minimum grade of C.

**HON 401. Honors Thesis • 2-4 credits**

Provides the opportunity to engage in direct reading, scholarly research, and writing on a topic approved by the student's major department, and facilitated by a member of the major department's full-time faculty. Prerequisites: Admission to the Honors Program; HON 301.

## Industrial Engineering

**IE 305. Work System Design and Analysis • 2 credits**

Measurement and analysis of work systems. Ergonomics and the environmental, physical, and psychological aspects of work. Work measurement techniques including time study, predetermined time systems and work sampling. Classroom and laboratory experiences are utilized in instruction. Corequisites: MATH 300.

**IE 335. Quality Control and Reliability • 3 credits**

Introduction to total quality management, statistical quality control methods and systems for analyzing and controlling product quality in industrial and business settings. Design of inspection plans for quality characteristics. Statistical process control charts and acceptance sampling. Introduction to reliability. Prerequisites: MATH 300.

**IE 340. Ergonomics and Occupational Safety • 3 credits**

Ergonomics focuses on human capabilities and the interfaces between individuals and their environment. Concepts from

signal detection theory, anatomy, physiology and controls are presented and then used to solve design problems in a wide variety of applications. Two lectures and one lab per week. Prerequisites: MATH 300.

**IE 350. Operations Planning, Scheduling and Control • 3 credits**

Addresses those activities in an organization that are directly related to producing goods or providing services. Planning, execution, and control of functions are examined. The focus is on organizational processes in which people, capital, and material (inputs) are combined to produce services and goods (outputs). Such processes may be found in banks, factories, stores, hospitals, etc. Subjects include forecasting, capacity planning, operations design, scheduling, and quality control. Prerequisites: ENGR 265; MATH 300.

**WI-IE 351. Industrial Engineering Design Laboratory • 3 credits**

A laboratory course in which the student designs mechanical devices or systems in a laboratory setting. Projects will be completed in teams. Two lectures and one lab per week. Writing Intensive. Prerequisites: IE 305, 350; ENGL 101, with a minimum grade of C

**IE 360. Introduction to Simulation • 3 credits**

An introduction to building and analyzing models using simulation techniques. Focus is on developing models and gathering meaningful performance data for analysis and decision making in engineering design. Concepts of verification and validation are addressed. Prerequisites: MATH 300.

**IE 391. Operations Research Probability Models • 3 credits**

Emphasis on probabilistic models: decision theory and games, scheduling, inventory, queuing, and simulation. Solutions to real world problems developed using hand computations and computer software. Prerequisites: MATH 300.

**IE 403. Design Fundamentals for Industrial Engineers • 3 credits**

Introduction to the process of engineering design. Application of this process to designing a hardware and software solution to a physical problem faced by an autonomous robotic vehicle. Prerequisites: ENGR 296, IE 340.

**IE 409. Operations Research Mathematical Programming • 3 credits**

Emphasis is on formulating and solving real world deterministic optimization problems. Sensitivity of the solutions to variations in parameter values is addressed. Prerequisites: MATH 290.

**IE 415. System Integration and Design • 3 credits**

The systems integration process includes planning, design, implementation and control. Student projects apply this process to industrial engineering functional areas. Prerequisites: IE 360. Corequisites: IE 350.

**WI-IE 490. Industrial Engineering Senior Design Seminar • 3 credits**

Students work in teams on a significant project involving design or re-design of an operational product, process, or procedure in either an industrial or a service setting. As a minimum, students will consider objectives and criteria, resources, interface with other functional areas, constraints, alternatives, and operational specifications. The student will prepare a written report; and a professional presentation written will be made to the host company. Prerequisites: IE 415; ENGL 101, with a minimum grade of C; senior status.

## Information Literacy

### **IL 101. Information Literacy • 1 credit**

This course provides an introduction to techniques of information retrieval and information evaluation. Students completing this course will have the skills needed to conduct undergraduate level research using print and online resources. Pass/No Pass course.

## International Business

### **+INTL 221. Survey of International Business • 3 credits**

An introduction to the international dimensions of doing business. Considers economics, history, geography, and ethical and cultural aspects of business. Current events supplement textbook study.

### **INTL 322. International Marketing • 3 credits**

As businesses and economies expand into a global marketplace, traditional western ideas of marketing must be expanded. Survey of international marketing theories and activities. Prerequisites: MKTG 209.

### **INTL 370. International Field Experience • 3 credits**

A study abroad experience of 8 weeks or more, or a shorter-term study abroad experience combined with either a service project of 50 hours with immigrants, or an international business internship of at least 50 hours.

### **INTL 372. Managing Across Cultures • 3 credits**

This course will focus on the development of the managerial skills required to effectively deal with cultural differences. It offers integrative and interdisciplinary coverage of managerial practices, issues, problems and context in different countries and regions. Prerequisites: MGMT 310.

### **INTL 374. World Regions • 3 credits**

This course examines the political and socio-economic dimensions of world regions, with a special emphasis on Asia, Europe, and Latin America. Using globalization as an organizing template, it will focus economic development and the institutions that support it.

### **INTL 377. Political and Regulatory Environment of International Business • 3 credits**

This course will focus on variations among political, legal systems and regulatory systems in a multi-national world.

Business' relations with host governments, and international agreements and alliances will also be covered.

### **INTL 399. Topics in International Business • 3 credits**

Selected topics on various themes. Students may repeat course on a different topic.

### **INTL 400. International Experiential Portfolio • 1 credit**

Completion of an international learning portfolio, which integrates all international learning into a cohesive and coherent document. This portfolio must include artifacts gathered from various international experiences (both in and out of the classroom) along with descriptions of their pertinence and value. It also includes an 800-1000 word reflective paper on how the experiences have informed the student's global knowledge and appreciation of cultural differences. Prerequisites: Instructor consent required; Senior standing.

## International Studies

### **+IS 101. Cultures of the World • 3 credits**

Introduction to culture in general and specifically to the study of the cultures of countries where French, German, Russian and Spanish are spoken. Content varies. All material is in English.

### **IS 103. International Experience • 1 credit**

The course provides assistance to semester study abroad students during the pre-departure, on-site, and re-entry components of their program. The learning objectives of this course can be completed in one hour. Asking students to set aside three or more credits for this module would make it more difficult for them to complete their remaining coursework while remaining within the zone for that semester.

### **+IS 201. Selected Works of French Literature in Translation • 3 credits**

Study of selected French novelists including familiar authors such as Balzac, Hugo, Zola and Flaubert and others. Content varies. All material is in English.

### **+IS 204. Selected Works of Hispanic Literature in Translation • 3 credits**

Selected works in translation from Spain and Latin America, as well as from the U.S., some originally written in English. Content varies. All material is in English.

### **+IS 210. Selected Topics in Culture and Civilization • 3 credits**

Acquaints students with major developments in the history, culture and civilization of specific countries or regions of the world. Content varies. All material is in English.

### **IS 310. Selected Topics in Culture and Civilization • 3 credits**

Acquaints students with major developments in the history, politics, culture, and civilization of specific countries or regions of the world. Content varies.

### **IS 400. Capstone Experience in International**

### **Studies • 3 credits**

The student will demonstrate advanced research skills by applying the scientific method to answer a research question in political science and/or international studies. The project will include a research question, hypothesis, literature review, research design, criteria and/or model for evaluating the research question, analysis of the research question, conclusion, and suggestions for further research. The research may be either qualitative or quantitative and utilize primary and/or secondary sources. An extensive bibliography is required. Prerequisites: At least one 300 level political science or international studies course.

## **Justice and Peace Studies**

### **+JPS 101. Introduction to Justice and Peace Studies • 3 credits**

An interdisciplinary study of the concepts of justice and peace, and the interplay of economic, sociological, psychological, historical, political, technological, cultural ideological and environmental factors that shape these issues. This course familiarizes students with the historical development of Catholic social justice teaching and how Christians struggle to interact with the secular world around them.

### **+JPS 105. Mediation and Conflict Resolution Skills • 3 credits**

This course offers a basic tutorial in conflict resolution/mediation skills, with an emphasis on resolution and transformation. Through the use of readings and role play, students will examine the principles, strategies and underlying values of the current practice of mediation. Students will have an opportunity to practice their skills in local school settings and to join as student members professional mediation organizations.

### **+JPS 201. Justice & Peace Internship • 1-3 credits**

This course is a participatory action course familiarizing students with empowerment, social justice principles, civic engagement, analysis, intentional reflection, and action. Student experience in the community serves as another text on which to reflect, and there is an interchange between the theoretical concepts learned and student experiences.

## **Kinesiology**

### **+KIN 100. Beginning Swimming • 1 credit**

### **+KIN 120. Conditioning and Self-Defense • 1 credit**

### **+KIN 125. Physical Education Topics • 1-3 credits**

This course will focus on both the theoretical and practical application of a series of topics in the field of fitness, sport skills, and relaxation techniques. Students will be exposed to a variety of topics dealing with present trends in each field.

### **+KIN 149. Wellness Concepts • 1 credit**

Holistic overview of basic wellness concepts including health-related fitness, body maintenance, nutrition and weight

management, substance use and misuse, stress management, and chronic disease prevention.

### **+KIN 155. Fitness • 1 credit**

### **+KIN 158. Weight Training • 1 credit**

### **+KIN 159. T'ai Chi • 1 credit**

### **+KIN 160. Basketball • 1 credit**

### **+KIN 161. Softball • 1 credit**

### **+KIN 165. Developmental Physical Education • 1 credit**

For students unable to participate in regular physical education classes. Prerequisites: Instructor's consent required.

### **KIN 190. Introduction to Sport Management • 3 credits**

An overview of sport organizations that focuses upon organizational goals, issues related to organizational behavior, structure, function and designs, strategy development, organizational environment, human resource management, decision-making strategies, managing conflict and change in an organization, and leadership strategies. An examination of governing bodies in professional and amateur sport organizations will be included.

### **KIN 192. Practicum in Sport Management • 1 credit**

A part-time work experience in the sport industry to be performed in no less than fifty hours, involving observing and providing assistance to a sport industry professional. Prerequisites: KIN 190, sophomore status.

### **+KIN 199. Beginning Volleyball • 1 credit**

### **+KIN 200. Intermediate Swimming • 2 credits**

### **+KIN 201. Beginning Bowling • 1 credit**

### **+KIN 203. Beginning Tennis • 1 credit**

### **+KIN 204. Beginning Badminton • 1 credit**

### **+KIN 205. Beginning Golf • 1 credit**

### **+KIN 206. First Aid/CPR • 2 credits**

Safety awareness as an individual and as a member of society. Responder level first aid, CPR for adults, children, and infants and AED skills.

### **+KIN 208. Outdoor Cycling • 1 credit**

### **KIN 210. Games, Rhythms, Stunts and Tumbling • 2 credits**

Participation in and development of a repertoire of games, stunts, tumbling and rhythmic activities related to elementary-aged children. Particular attention given to growth and development issues and the selection of age appropriate materials and equipment. Developmental approach to body management, creativity, and quality of performance of varied

motor skills and patterns. Focus on inclusive strategies and adaptation of activities to specific grade levels.

**+KIN 211. Beginning Modern Dance • 2 credits**

Instruction in beginning modern dance techniques. Students will gain basic skills in modern dance techniques.

**+KIN 212. Beginning Jazz Dance • 2 credits**

Instruction in beginning jazz dance techniques, and basic skills in jazz dance.

**+KIN 213. Beginning Ballet • 2 credits**

Instruction in beginning ballet technique. Students will gain basic skills in ballet technique.

**+KIN 214. Aerobic Dance • 2 credits**

Instruction in aerobic dance. Students will gain basic skills in aerobic dance techniques.

**KIN 215. Basic Athletic Training • 2 credits**

Basic principles and techniques of athletic training. Allows the student to gain a working knowledge of basic skills required to provide athletic training assistance.

**+KIN 218. Irish Social Dancing • 2 credits**

Development of movement patterns fundamental to Irish social and folk dancing. Concentration on performance of selected ceili and set dance patterns utilizing soft jig, reel, and polka steps and rhythms. Focus on Irish dancing as a living reflection and expression of social, cultural, historical and political change.

**KIN 219. Aerobic Development & Strength Training • 2 credits**

For physical education majors/minors only. Develops basic knowledge in strength training, flexibility, body composition, and aerobic fitness and development. Taken in first year or sophomore year. Class will focus on strength training and development and progression as well as health-related fitness, especially aerobic fitness and development. Prerequisites: Majors only or instructor's permission.

**KIN 221. Skills in Team Sports • 2 credits**

Develops motor skill abilities in team sports of floor hockey, softball, basketball, team handball, soccer, and volleyball.

**KIN 222. Skills in Individual Sports • 2 credits**

Develops motor skill abilities in individual sports of pickle ball, bowling, tennis, badminton, and golf taken in the first year or sophomore years.

**KIN 224. Foundation and History of Physical Education • 2 credits**

Introductory course for physical education majors with focus on historical, theoretical and philosophical aspects of physical education. This course emphasizes the role of physical education and sport in society, academic disciplines within the field, and opportunities for careers.

**KIN 258. Principles and Methods in Personal**

**Training • 2 credits**

This course will focus on both the theoretical and practical applications of weight training techniques and skills, with a focus on the hands-on aspect. Students will be exposed to multiple techniques in weight training currently used among healthy populations commonly found in community, recreational, and health club settings. They will study select methods suitable to meet weight training objectives for these populations. This course is geared toward those who want to build a foundation of knowledge for certification as a personal trainer. Prerequisites: BIOL 202, with a minimum grade of C.

**KIN 260. Motor Learning • 2 credits**

Motor learning is the study of neurological and musculoskeletal interactions in the performance of motor skills. It explores related theories and addresses the interplay of subsystems as they work together to explain human behavior in the area of conscious and unconscious motor control, learning, and performance. Areas addressed include motor control, neuromuscular systems, central nervous system function, learning, memory, attention, practice scheduling, and scientific measurement techniques.

**+KIN 262. Varsity Athletics • 1 credit**

This course can only be taken once per year, four times maximum. Pass/Fail Only.

**KIN 270. Health in School and Community • 3 credits**

Introductory health course including public and community health, consumer health, substance abuse, family life education, mental/emotional health, HIV/AIDS and human nutrition. Focus on coordinated school health program and developmentally appropriate content for school age children. Prerequisites: KIN 149.

**KIN 273. Women's Health Issues • 3 credits**

Explores women's health issues within a contemporary and historical context utilizing related biological, political, social, religious and economic perspectives.

**KIN 275. Methods in Group Fitness Leadership • 2 credits**

This course emphasizes the methods of group exercise instruction, with special focus placed on the safe effective design of aerobic exercise programs for populations commonly found in community, corporate, and commercial fitness settings. This course is designed to provide students a strong foundation for group fitness certification and employment in the aforementioned settings. Prerequisites: BIOL 101, 112 or 199; KIN 149.

**KIN 282. Exercise and Aging • 3 credits**

Introduction to basic physical changes that occur with aging, focusing on the difference between health-related aspects of aging that are largely biological and immutable and those that are largely a function of lifestyle, behavior and attitudes. Emphasis on exercise health promotion, and wellness among older adults. Examination of health dimensions important to building exercise and leisure programs for older adults. Prerequisites: KIN 149.

**KIN 300. Advanced Swimming – Lifeguard Training • 2 credits**

Knowledge and practical experience in lifeguarding skills. The American Red Cross certification for Lifeguard, CPR for the Professional Rescuer, and First Aid will be given to those who successfully complete the necessary requirements. Prerequisites: KIN 200 or equivalent ability.

**+KIN 301. Ballroom, Square and Folk Dance • 2 credits**

Development of knowledge and skill in folk and square dances, American country dances and ballroom dancing, cultural influences of folk arts. Participation in a variety of dances for school and adult recreation.

**KIN 302. Health and Physical Education Concepts and Methods for Elementary School Teachers • 3 credits**

Participation in activities related to health education and physical education for elementary-aged children. Focus on curriculum and instruction strategies to be used by elementary school classroom teachers. Comprehensive school health program model and concepts emphasized. Prerequisites: KIN 149.

**KIN 304. Administration and Organization of Health and Physical Education Programs • 2 credits**

Administrative duties, responsibilities and problems, special emphasis on qualifications of administrative staff, policies, teaching load, indoor and outdoor facilities, purchase and care of equipment, budget and finance, office management, liability and school athletics. Prerequisites: junior status or instructor permission.

**WI-KIN 306. Sport Promotions and Marketing • 3 credits**

This course presents an overview of the various techniques and strategies utilized to meet the wants and needs of the sport consumer in the sport industry. Students will apply fundamental marketing theories and principles to the sports setting and focus on the concepts and practices which form the knowledge base for effective sports marketing strategies. Additional topics include the evaluation of sport marketing programs and the use of skills in the sports marketplace. Prerequisites: KIN 190; ENGL 101, with a minimum grade of C.

**KIN 307. Planning and Management of Sport Facilities and Events • 2 credits**

This course is designed for the Sport Management major. Details concerning facility and event construction. Prerequisites: KIN 190.

**KIN 309. Elementary Methods for Physical Education and Health • 3 credits**

Current approaches and materials for elementary school health and physical education, including philosophy, objectives, technology, and curriculum design, development, implementation and assessment. National Standards and Danielson's Framework for Teaching Standards emphasized. Hands-on experiences with lesson and unit planning, peer

teaching and evaluation. Prerequisites: KIN 210, 270; or instructor permission.

**KIN 310. Physical Education for Special Populations • 1 credit**

Overview of general program development related to inclusion of students and adults into school and community physical education programs. Range of human motor capacities from gifted to most challenged individuals are addressed. Focus on characteristics of learners, techniques and strategies for gymnasium accommodations, collaborative communication skills and legal issues. Prerequisites/Corequisites: SPED 310.

**KIN 311. Practical Experience in Teaching Physical Education • 2 credits**

Supervised experience as assigned in local schools at the elementary or secondary levels. Class is open to students with junior level status in physical education teacher-education program. Prerequisites: EDUC 205 or 207; KIN 309 or 331; junior status.

**KIN 315. Body Composition, Obesity and Prevention • 3 credits**

This course is designed to expose the undergraduate student to the special topics related to the epidemiology, pathophysiology, prevention, and treatment of overweight/obesity and related chronic diseases. The course introduces students to the basics of human body composition with special emphasis on obesity and its comorbidities. Also, the course provides current state of preventive and therapeutic interventions for obesity in adults and children with reference to the effects of exercise training and nutrition. Prerequisites: BIOL 202.

**KIN 316. Exercise Science Topics • 1-3 credits**

This course is designed to offer enrichment to exercise science and human performance and fitness majors in a variety of topics related to their field of study.

**KIN 320. Practical Experience and Ethics in Coaching Sports • 1 credit**

Supervised coaching in local middle school or high schools. In addition, students will attend class each week to discuss topics in coaching, including motivation, communication, fitness and training, ethics and nutrition. Open only to students majoring in physical education or seeking coaching endorsement or authorization.

**KIN 321-326. Theory and Ethics in Coaching • 2 credits**

- 321. Football
- 322. Basketball
- 323. Track
- 324. Baseball
- 325. Volleyball
- 326. Soccer

Coaching classes are designed to be sport specific and include strategies, techniques, scheduling, training, motivation, nutrition and styles of coaching. Students will gain knowledge of professional ethics.

**KIN 331. Principles and Methods of Secondary Physical Education • 4 credits**

Investigation and evaluation of methods involved in teaching physical education at the secondary level including a variety of team and individual sports. Emphasis on task analysis, criteria, evaluation, behavioral instruction, learning to develop a daily lesson plan, a unit, and a curriculum calendar. Prerequisites: KIN 219, 221, 222; or instructor permission.

**+KIN 335. Sport in Society • 3 credits**

This course will provide an introduction to the relationship between sport, culture, and the society in which it is embedded. It is an analysis of the social relations within the institution of sport. Topics include: international cultures in sport; violence and deviant behavior in sport; social stratification in sport; sport education; and societal beliefs, traditions, customs, and the sport subculture. Prerequisites: SOC 101.

**WI-KIN 340. Nutrition Concepts • 3 credits**

Study of the relationship between food and the human body and its impact on growth and development, performance, and general well-being. Prerequisites: KIN 149; ENGL 101, with a minimum grade of C; BIOL 101, 112 or 199, with a minimum grade of C.

**KIN 341. Exercise Pharmacology and Sport Nutrition • 3 credits**

This course will provide students with the skills to understand basic pharmacology principles, with emphasis on drugs and supplements that are frequently used by the physically active population and those seeking to be physically fit. Students will also learn how commonly used drugs, supplements, and micro and macronutrients, can affect exercise performance in their patients and athletes. Practical guidelines are offered to enable the student to monitor and circumvent adverse reactions to drug therapies. Prerequisites: BIOL 202, with a minimum grade of C.

**KIN 350. Scientific Principles of Strength and Conditioning • 3 credits**

This course will introduce the scientific principles based on science knowledge obtained in BIOL-202 & BIOL-204. Emphasis within this course will focus the scientific principles of strength & conditioning and on optimizing human performance in an aerobic state. Critical reading and scientific writing will be required for students to incorporate aerobic exercise principles to a variety of training modes. Prerequisites: BIOL 202, with a minimum grade of C; WI-KIN 390.

**KIN 355. Financing Sport Organizations • 3 credits**

This course includes the study of financial theories and practical application as they impact sport revenues and expenditures; sources of revenue for financing sport, including public and private sectors, governments, memberships, fees, PSL's, taxes, bonds and trademark licensing; and the familiarization with current issues and trends in financing sport. Prerequisites: ECON 201; ACCT 201.

**KIN 361. Kinesiology • 3 credits**

The study of skeletal and muscular systems of the body as related to motion. Analysis and application of muscle function, kinematics, and kinetics in physical activity, human performance, and rehabilitation. Prerequisites: BIOL 202, with a minimum grade of C.

**KIN 363. The Law in Sport, PE, Exercise Science and Leisure • 2 credits**

Legal aspects related to sport, sport facilities, programs, and personnel; including tort law, liabilities and negligence. Prerequisites: Sophomore status.

**WI-KIN 365. Exercise Physiology for Physical Educators • 3 credits**

This course is will focus on exercise physiology from the perspective of the physical educator. The course will cover physiological adaptations to activity, neurological control of movement, benefits of various types of training, and environmental and physiological factors that affect physiological function during sport, exercise and physical activity, commonly performed in physical education settings. Prerequisites: BIOL 202, with a minimum grade of C; ENGL 101, with a minimum grade of C.

**KIN 371. Materials and Practical Experience in Secondary Health Education • 2 credits**

Health education methods course focused on secondary school and community-based programs. Use of National Health Education Standards for development of lessons and units of instruction. Teaching and leadership skills emphasized. Supervised practicum in a school or community health education setting to develop first-hand knowledge and experience in the design, development, delivery and evaluation of health-related prevention, education, early intervention, and treatment programs. Prerequisites: KIN 149, 270, 309, 340; or instructor permission.

**WI-KIN 390. Exercise Physiology • 4 credits**

This course is designed to provide the student with a foundation for understanding physiological changes and adaptation corresponding to exercise; the benefits of various types of training and the factors which affect physiological function during exercise; such as nutrition, age, disease, gender, and the environment. This course includes a lab. Prerequisites: BIOL 202, with a minimum grade of C; ENGL 101, with a minimum grade of C.

**KIN 392. Exercise Testing for Healthy and Special Populations • 2 credits**

The course is designed to provide students an understanding of and experience in performing appropriate fitness tests for health risk appraisals, fitness evaluations, and clinical exercise testing for both healthy and diseased populations. Prerequisites: Minimum grade of C in both BIOL 202 and WI-KIN 390.

**KIN 401. Seminar in Sport Management • 1 credit**

Reports and discussions of topics of current interest in sport management. Topics may include trends and issues, administration, research methods, and communication and



public relations. Students may take each topic of the class for credit, up to four credit hours total. Prerequisites: KIN 190, 192; junior status.

#### **KIN 406. Exercise Prescription and Program**

##### **Design • 3 credits**

This course will integrate all of the student's previous coursework, to enable them to assess health and fitness, prescribe appropriate exercise, and optimize human performance for a variety of populations. This will be completed, first through practical classroom experience, followed by a 6 week hands-on personal training project. Critical reading, scientific writing, and oral presentations will be required for students to incorporate current physiological principles and theories with the design and prescription of exercise programs. This course is the capstone course for Exercise Science and Human Performance and Fitness majors. Prerequisites: Senior status; a minimum grade of C in the following: BIOL 202, 204; KIN 350, 361, WI-390; or instructor permission.

#### **KIN 407. Senior Seminar in Physical Education • 1 credit**

A capstone seminar focusing on the trends and issues in Physical Education, with emphasis on career development, professional organizations, continuing education requirements, and informational resources. Prerequisites: Instructor permission; last year of attendance.

#### **KIN 408. Capstone in Sport Management • 3 credits**

Methods and strategies focused upon management challenges in the Sport Industry. Emphasis on professional perspective, critical professional skills, relevance of ethical, legal, historical, and sociological concepts, application of theory and practice, and demonstration of skills in sport management through application of case reviews and research. Prerequisites: KIN 190, 192; senior status or instructor permission.

#### **KIN 414. Independent Research • 1–3 credits**

Independent research project with permission of department chairperson to broaden the foundation of knowledge within the field of health and physical education, exercise science, and sport management. Research is assigned to faculty member with expertise in area of requested research. Prerequisites: Junior or senior level and permission from department chairperson.

#### **KIN 415. Tests and Measurements • 3 credits**

Evaluation as part of teaching statistical techniques, construction and use of motor and knowledge tests, criteria for test selection. Prerequisites: Math General Education requirement met.

#### **KIN 418. Internship in Exercise Science, Physical Education, and Human Performance & Fitness • 6–8 credits**

Internship is designed to provide practical experience for majors in General Physical Education and Human Performance & Fitness. The student will complete a total of 300-400 hours of professional experience in one semester under the supervision of an industry professional. A background check fee will be accessed for this course. Prerequisites: Advisor's consent required.

#### **Exercise Science/Human Performance & Fitness majors:**

senior status; C or better in WI-KIN 390; 9 additional hours in KIN 300 level courses.

**General Physical Education majors:** senior status; WI-KIN 365 or KIN 361.

#### **KIN 419. Internship in Sport Management • 8-12 credits**

The professional internship or work experience in the sport management program is designed to provide a practical and reflective application experience for sport management majors during their final year in the major. This experience enables the student to further utilize theories presented in coursework in a substantial way while gaining practical experience in his or her professional orientation. This work experience is a full academic semester experience consisting of 400-600 hours in one semester under the supervision of an industry professional. Prerequisites: Advisor's consent required; KIN 190, 192; senior status.

#### **KIN 440. Senior Research I • 2 credits**

This course is designed to provide students a broad introduction to research in the field of Exercise Science and Human Performance. Students will participate in the research process and gain an understanding of the skills necessary to conduct original research. An emphasis on developing an original research project will be the primary goal of this class. Prerequisites: KIN WI-390; STAT 213.

#### **KIN 441. Senior Research II • 2 credits**

This course is a continuation of KIN 440: Senior Research I. Students will participate in the data collection, data analysis, and completion of a manuscript and professional poster presentation of the pre-planned research project. Prerequisites: KIN 440.

## **Latin**

#### **LAT 101. First Semester Latin I • 3 credits**

Introduces the student to the essentials of Latin grammar and vocabulary. Sentence construction and translation skills are developed.

#### **LAT 102. First Semester Latin II • 3 credits**

Completes the essentials of Latin grammar and vocabulary. Sentence construction and translation skills are developed further. Prerequisites: LAT 101.

#### **LAT 201. Third Semester Latin III • 3 credits**

Continuation of Latin II. Prerequisites: LAT 101, 102.

#### **LAT 202. Fourth Semester Latin IV • 3 credits**

Continuation of Latin III. Prerequisites: LAT 201.

## **Learning Skills**

#### **LS 099. College Reading and Study Skills • 1 credit**

This course is designed to improve students' ability to study at the college level. Topics include active learning, setting and reaching goals, note taking, and test taking. LS 099 will not

count toward the 120-hour requirement for graduation.  
Prerequisites: Freshman status only.

**LS 201. Advanced College Reading: Vocabulary • 1 credit**

The students will expand their vocabulary through study methods, word lists, and reading. Students will learn new words that can be defined and used correctly in sentences, as well as demonstrate the ability to use context in discerning the meaning of words.

**LS 202. Advanced College Reading: Rate and Comprehension • 1 credit**

The students will work on the development of efficient and flexible reading rates through the use of college level and professional reading materials.

**LS 203. Advanced College Reading: Critical Reading • 1 credit**

The students will be guided in methods of critical reading that can be applied to textbook, professional, electronic, and recreational reading.

**LS 204. Advanced College Reading: Standardized Test Preparation • 1 credit**

The students will learn strategies for preparation and taking standardized exams for admission to graduate school or professional certification. The verbal sections of these tests will be stressed. Each student will investigate the exam he or she will take and formulate an individual plan for preparation.

**LS 399. Supplemental Instructor • 1–2 credits**

Student will serve as a supplemental instruction leader for a designated course. Enrollment only permitted by the SI supervisor. Prerequisites: Instructor consent required.

## Mathematics

**MATH 099. Developmental Mathematics • 1-2 credits**

Online developmental course to prepare students for college level mathematics courses. Topics include algebraic operations, expressions, and equations; factoring; graphing and solving linear equations. Students will develop mastery of the course outcomes by solving exercises on an adaptive, online learning system. MATH 099 is a Pass/Fail course and the credit hours do not count towards the 120-hour requirement. Placement: ACT Math score of 21 or less.

**+MATH 131. Thinking Mathematically • 3 credits**

This course is a survey of topics in applied mathematics stressing the connections between contemporary mathematics and modern society. Topics include critical thinking, financial management, statistical reasoning, probability, math in politics, and math in art. This course meets the general education requirement in mathematics. Prerequisites: MATH-099.

**+MATH 171. Elementary Functions • 3 credits**

Study of algebraic, exponential, logarithmic and trigonometric functions; their graphs, properties and applications. Graphing

calculator strongly recommended. Prerequisites: MATH 099, appropriate placement test score, or ACT Math score of at least 22.

**+MATH 191. Calculus and Analytic Geometry I • 4 credits**

Review of algebra and functions of a single variables; limits, continuity, differentiability, and integrability. Applications of limit, derivatives, differentials, and integrals to solutions of physical and social problems. Additional course fee.

Prerequisites: MATH 171, appropriate placement test score, or ACT Math score of at least 28.

**MATH 192. Calculus and Analytic Geometry II • 4 credits**

Techniques of integration; polar coordinates; sequences and series. Modeling with differential equations. Introduction to partial differentiation and multiple integration. Prerequisites: MATH 191 or score of 3 or higher on the AP Calculus AB Exam.

**+MATH 210. Theory of Arithmetic • 3 credits**

Limited to candidates for elementary teaching licensure or certificate. Topics include problem solving strategies, sets and elementary number theory and number systems, probability and statistics, informal geometry and measurement. Prerequisites: MATH 099, appropriate placement test score, or ACT Math score of at least 22.

**MATH 211. Mathematics Concepts for Teachers • 3 credits**

The course gives prospective elementary school teachers insights into the application of mathematical reasoning, critical thinking skills, and topics related to mathematical content standards - algebra, geometry, measurement, and data analysis and probability. This includes the process standards of problem solving, reasoning and proof, connections, communication and representation within each content standard identified in Principles and Standards for School Mathematics, NCTM(2000). Prerequisites: MATH 210; EDUC 205 or 207; EDUC 284; Admission to Teacher Education program.

**WI-MATH 220. Introduction to Logic and Proof • 3 credits**

Designed to help students develop skills in reading and understanding elementary mathematical proofs, and in expressing their own mathematical ideas through formal writing. Emphasis will be on precision and style. Math topics include: Logical connectives and quantifiers; types of proof; elementary set theory; functions; integers and induction; equivalence relations; modular arithmetic; matrices. Prerequisites: MATH 171 or ACT Math score of at least 28; ENGL 101, with a minimum grade of C.

**+MATH/CSCI 281. Discrete Structures • 3 credits**

Introduction to discrete mathematics as it is used in computer science. Topics include propositional and the predicate logic, simple circuit logic, elementary number theory, sequences and summations, methods of proof (direct, by contradiction, by contraposition, by induction), set theory, graph theory, combinatorics, and discrete probability.

**MATH 290. Elementary Linear Algebra • 3 credits**

Matrices and systems of linear equations. Determinants. Lines and planes in three-space. Vector spaces and linear transformations. Characteristic equations, eigenvalues and eigenvectors. Diagonalization. Prerequisites: MATH 191 or score of 3 or higher on the AP Calculus AB Exam.

**MATH 291. Calculus and Analytic Geometry III • 4 credits**  
Limits and continuity of functions of several variables, partial derivatives, directional derivatives, multiple integration, vectors, planes and vector fields. Green's Theorem. Prerequisites: MATH 192 or score of 3 or higher on the AP Calculus BC Exam.

**MATH/STAT 300. Modern Probability and Statistics • 3 credits**  
A Calculus-based introduction to probability and the application of mathematical principles to the collection, analysis, and presentation of data. Modern probability concepts, discrete/continuous models, and applications; estimation and statistical inference through modern parametric, and simulation/randomization methods; maximum likelihood; Bayesian methods. This course prepares students for the preliminary P/1 exam of the Society of Actuaries (SOA) and Casualty Actuarial Society (CAS). Corequisites: MATH 191 or equivalent math placement.

**MATH/STAT 301. Statistical Modeling • 3 credits**  
The development, application, and evaluation of statistical models to analyze data for decision-making. Univariate and multivariate general linear models (ANOVA, ANCOVA, MANOVA, linear regression), generalized linear models (logistic and Poisson regression), and nonlinear models. The course focuses on experimental design and model estimation (including robust and randomization-based methods), fit, and interpretation. Students are introduced to multivariate techniques, including multidimensional scaling, principal components analysis, cluster analysis, and structural equation modeling. Prerequisites: A previous statistics course, including MATH 300 or STAT 213 that introduces statistical inference.

**MATH/STAT 305. Modern Data Analysis • 3 credits**  
Case study approach to topics in the statistical analysis of data. Collecting, coding, validating data; exploratory data analysis; effective quantitative displays; survey/experimental design and sampling; power and error rates; measurement theory; multivariate statistical methods; data mining techniques. Prerequisites: MATH 300, STAT 213 or 300.

**MATH 320. Ordinary Differential Equations • 3 credits**  
First-order ordinary differential equations, linear second order and higher differential equations, series solutions, systems of differential equations and their applications, matrix methods for linear systems, existence and uniqueness theorems.

**MATH 340. Secondary Math Methods • 3 credits**  
Limited to secondary teaching certificate candidates. Current issues, approaches, and materials in school mathematics teaching, including philosophy and objectives, curricula, local/state/national standards, evaluation of current

research. Students are required to complete a field component of 25 class contact hours. A minimum of two field components (80 hours) is required after field experience and before student teaching. Prerequisites: MATH 192; EDUC 205, 284, 309.

**MATH 360. Modern Geometry • 3 credits**  
Euclidean and non-Euclidean systems. Axiomatic approach. Prerequisites: MATH 220.

**MATH 370. Real Analysis • 3 credits**  
Basic elements of real analysis for students of mathematics. Topics include limits of functions, continuity, and metric space. Prerequisites: MATH 192, 220 and 290.

**WI-MATH 380. Abstract Algebra • 3 credits**  
Definitions and basic properties of groups. Homomorphisms, normal subgroups, quotient groups and direct products. Rings, integral domains and fields. Ideals, quotient rings and polynomials. Prerequisites: MATH 220 or 290 or departmental approval; ENGL 101, with a minimum grade of C.

**MATH 390. Mathematical Programming • 3 credits**  
The use of mathematical applications and markup languages. Prerequisites: Departmental approval.

**WI-MATH 395. Seminar in Mathematics • 1 credit**  
Project-based course in selected pure or applied mathematics topics. Introduction to undergraduate research. Written presentation and group discussion on selected mathematical topics and applications. Externally-normed, standardized assessment administered as final. Prerequisites: Instructor consent required; ENGL 101, with a minimum grade of C.

**MATH 399. Postsecondary Clinical Teaching Experience • 3 credits**  
Hands-on experience developing, coordinating, supporting, and evaluating an online developmental mathematics course. Students will interact frequently with students in MATH 099: Developmental Mathematics. Corequisite: MATH 340.

**MATH 400. Topics in Mathematics • 3 credits**  
Selected topics in pure or applied mathematics. Prerequisites: Departmental approval.

## Mechanical Engineering

**ME 310. Engineering Measurements and Instrumentation • 3 credits**  
Principles of data acquisition, analysis, and uncertainty. Exploration of components of measuring systems, including design, selection, and operation of equipment. Two lectures and one lab per week. Prerequisites: MATH 300.

**ME 312. Thermodynamics • 3 credits**  
Examination of the zeroth, first and second laws of thermodynamics, properties of pure materials, the ideal gas law, entropy, and cycles; control volume analysis of closed and open systems; engineering applications and problem solving. Prerequisites: PHYS 253.

**ME 315. Fluid Mechanics • 3 credits**

Examination of forces due to static and dynamic fluids. Principles of mass and momentum conservation in open and closed systems. Characterization of flow. Application of concepts to design of thermal engineering systems. Two lectures and one lab per week. Prerequisites: MATH 291; ME 312.

**ME 350. Machine Design • 3 credits**

Fundamental characteristics of basic mechanical components, and methodologies for analysis, selection, and synthesis of components into a mechanical system. Introduction to the engineering design and decision-making process. Examination of stress and failure modes. Prerequisites: ENGR 112. Pre/Corequisites: ENGR 280.

**WI-ME 351. Mechanical Engineering Design Laboratory • 3 credits**

A laboratory course in which the student designs mechanical devices or systems in a laboratory setting. Projects will be completed in teams. Two lectures and one lab per week. Writing intensive. Prerequisites: PHYS 306; ME 350; ENGL 101, with a minimum grade of C.

**ME 405. Control Theory • 3 credits**

Utilization of Laplace transforms and/or transfer functions to describe, analyze, model and simulate dynamics of mechanical, electrical, thermal, fluid, and hybrid systems. Examination and modeling of time and frequency domain responses. Block diagrams. Analysis and design of discrete systems and design compensation. Prerequisites: MATH 320. Pre/Corequisites: MATH 290.

**ME 410. Heat and Mass Transfer • 3 credits**

Fundamentals of heat transfer in one-dimensional, two-dimensional, and transient conduction, forced and free convection, and radiation exchange between surfaces. Analysis of heat exchangers. Examination of mass transfer. Lab experiments examining concepts in thermodynamics and heat transfer. Prerequisites/Corequisites: ME 315.

**ME 412. Applied Thermodynamic • 2 credits**

Application of fundamentals of thermodynamics to power, refrigeration, air conditioning and heat pump systems. Examination of gas and chemical mixtures as applied to psychrometry, thermochemistry, and combustion. Major design component. Prerequisites: ME 312.

**ME 415. Mechatronics • 3 credits**

Incorporation of sensors, actuators, digital, and analog electronic components for control of systems through programming of microcontrollers. Simulation, acquisition, and analysis of input and output signals of electro-mechanical systems. Use of logic and Boolean operations. Application of concepts through hands-on development of electro-mechanical systems. Prerequisites: PHYS 306; ME 310, 405.

**WI-ME 490. Senior Design Seminar • 3 credits**

A significant project involving design or re-design of an

operational product in either an industrial or a service setting. As a minimum, students will consider objectives and criteria, resources, interface with other functional areas, constraints, alternatives and operational specifications. A written report will be prepared by the student. Designs may include HVAC or device-based projects. Writing intensive. Prerequisites: ME 312, 405; ENGL 101, with a minimum grade of C. Pre/Corequisites: ME 351.

**Management****+MGMT 101. Foundations of Business • 3 credits**

Survey of the primary topics of business, including management, personnel, finances, marketing, economics, business ownership and ethics.

**WI-MGMT 310. Principles of Management • 3 credits**

Research from several social science disciplines applied to the study of effective management of organizational strategy, structure and behavior. Topics include planning, organizing, leadership and control. Interrelationships examined between needs and expectations of the individual and the organization and society. Prerequisites: ENGL 101, with a minimum grade of C.

**MGMT 316. Entrepreneurship • 3 credits**

Explores how and why new businesses are founded. Considers the characteristics of successful entrepreneurs; the research, financial, and management skills needed in a business start-up taught through the development of a business plan.

**MGMT 320. Human Resource Management • 3 credits**

Introduction to the Human Resource functions of workforce planning, legal requirements, work design, recruiting, selection, training and development, performance management, labor and employee relations.

**WI-MGMT 325. Leadership in Organizations • 3 credits**

An introduction to leadership in organizations, including both historical and current behavioral theories. Application to life experiences will be addressed. Prerequisites: MGMT 310; ENGL 101, with a minimum grade of C.

**MGMT 332. Organizational Theory and Behavior • 3 credits**

Concentrates on individual processes, inter-personal and group processes, organizational processes and design and organizational changes. Prerequisites: MGMT 310.

**MGMT 336. Conflict Management and Negotiation • 3 credits**

Explores and analyzes established and cutting edge alternative dispute resolution techniques for resolving business disputes. Includes negotiation, mediation, arbitration, summary jury trial and other third-party interventions.

**MGMT 338. Diversity and Gender in the Workplace • 3 credits**

Explores the impact of cultural diversity on personal and organizational effectiveness from a leadership and management perspective. Examines the importance of appreciation for cultural diversity for the global manager.

**WI-MGMT 349. Strategic Management & Policy • 3 credits**

The study of the formulation and implementation of corporate and business strategies to achieve the objectives of the organization. This emphasizes environmental, industry, and competitor analysis and includes stakeholder analysis of government, community, consumers, employees and the natural environment. This is the final, integrative course in the business core for all seniors. Prerequisites: Senior standing; ENGL 101, with a minimum grade of C.

**MGMT 399. Topics in Management • 3 credits**

Selected topics, announced as offered, covering various themes. Students may repeat course if on a different topic.

## Marketing

**MKTG 209. Principles of Marketing • 3 credits**

Survey of theories and resulting activities employed by producers and sellers of goods and services to determine wants of society and ways to satisfy those wants. Topics include external environment as it effects marketing decisions (e.g. economic conditions, population, competition, legislation), examination of basic elements of a marketing program (e.g. product design, pricing, distribution, and promotion), marketing and social responsibility.

**MKTG 311. Advertising and Promotions Management • 3 credits**

A study of the theory and practice of advertising, touching upon economic and social aspects, history, market, product and consumer analysis, motivation, art, copy and layout, media selection and budgeting. Prerequisites: MKTG 209.

**MKTG/INTL 322. International Marketing • 3 credits**

As businesses and economies expand into a global marketplace, traditional western ideas of marketing must be expanded. Survey of international marketing theories and activities. Prerequisites: MKTG 209.

**MKTG 328. Marketing Research • 3 credits**

Planning, scientific investigation, conclusions and recommendations used in solving marketing problems. Topics include survey techniques, observation techniques, experimentation, data tabulation and interpretation of results. Prerequisites: MKTG 209.

**MKTG 330. Professional Sales Strategies • 3 credits**

Discipline of sales, including special emphasis on economic and social importance of selling, recruiting and selecting personnel, training, motivation, evaluation and measurement; supervisory problems, techniques and solutions. Prerequisites: MKTG 209 or KIN 306.

**MKTG 347. Consumer Behavior • 3 credits**

Theoretical concepts of consumer behavior, and application of these concepts to marketing strategies and decision-making. How individuals make decisions to spend their resources on consumable goods. Prerequisites: MKTG 209.

**MKTG 348. Marketing Strategy • 3 credits**

Analysis of management functions as applied to product development, market analysis and pricing, control of marketing activities and use of distribution channels. Integrative course using case studies. Prerequisites: Senior Standing; MKTG 209.

**MKTG 398. Topics in Marketing • 3 credits**

Selected topics, announced as offered, covering various themes. Students may repeat course if on a different topic. (This is a course which will revisit key marketing concepts in the context of real and necessary projects for real businesses. The entire focus in this class will be to use marketing and related business concepts to add value to our client's business as to look for or solve existing marketing problems.) Prerequisites: MKTG 209.

## Music

**MUS 090. Music Fundamentals • 1 credit**

Designed to isolate, diagnose and overcome weaker areas of a student's music background. Offers short review of basic elements of rhythm and notation, including structure of intervals, scales and triads. Students should enroll only if indicated on placement tests. Course does not count toward 120 hours required for graduation. Prerequisites: Graded Pass/Fail; Must earn a pass grade in order to continue in MUS 201 and/or 207.

**MUS 099. Concert Attendance • 0 credit**

Attendance at six approved recitals or concerts in the semester, in addition to those in which the student is a performer. Required each semester of all music and music education majors. Pass/Fail grade option.

**+MUS 101. Basic Musicianship • 3 credits**

Notation of pitch and rhythm on the staff, geography of the piano keyboard and basic theoretical materials such as scales, intervals, keys and triads. Written work reinforced and enhanced through keyboard and ear training exercises. Intro music theory course for non-music majors.

**+MUS 102. Guitar Class • 1 credit**

Beginning instruction in guitar. No previous knowledge of guitar or music needed.

**+MUS 103. Applied Music (non-Music majors/minors) (Voice or Instrument)\* • 1 credit**

Private lessons in selected instrument or voice. Can be repeated up to eight credits. One 30-minute lesson per week for each semester hour of credit. For fees, see Expense section. Private instruction offered in:

- |          |             |               |
|----------|-------------|---------------|
| a. Voice | h. Clarinet | o. Tuba       |
| b. Piano | i. Flute    | p. Percussion |

c. Organ	j. Oboe	q. Guitar
d. Violin	k. Bassoon	r. Saxophone
e. Viola	l. French Horn	s. Euphonium
f. Cello	m. Trumpet	t. Harp
g. String Bass	n. Trombone	u. Composition

**+MUS 104. Beginning Piano Class • 1 credit**

Beginning instruction in piano. For students with no previous study of music or piano.

**+MUS 105. Piano Class II • 1 credit**

Continuance of group instruction in piano. For students who have some reading/playing skills. Prerequisites: MUS 104.

**+MUS 106. Voice Class • 1 credit**

Beginning instruction in voice. No previous knowledge of voice of music is needed.

**+MUS 110. Music Orientation • 3 credits**

Designed to acquaint students with a listening appreciation of music, musical form, and musical history. For non-majors.

**+MUS 111. University Chorale • 0 or 1 credit**

A mixed-voice choir which studies and performs significant choral literature of all periods and styles, and which serves the university through participation in official events. Enrollment by audition and consent of the director. Maximum of eight credits may be used toward a degree.

**+MUS 114. Irish Music in the World • 3 credits**

A listening course focusing on the music of Ireland and its social, cultural, artistic and political significance. The migration and influence of Irish music to other parts of the world, particularly North America, is stressed.

**+MUS 115. Music in Culture • 3 credits**

A listening course exploring the role of music in several world cultures. Recommended for non-majors.

**+MUS 116. Topics in Music Culture • 3 credits**

A listening course exploring a single music culture. The class explores the roots of the selected culture, its musical characteristics, the meaning of the music within the culture, and its influence on the world beyond.

**+MUS 117. Symphonic Band • 0 or 1 credit**

A group that performs wind band literature of all periods and styles. Rehearsal and performance of the finest wind repertoire at the highest level will enhance the student's aesthetic awareness and perception. Involvement with performed music at home concerts, off-campus performances, civic and athletic events will raise the student's awareness of music as a powerful cultural force. Maximum of eight credits may be used toward a degree. Prerequisites: Enrollment by audition and consent of the director.

**+MUS 118. Jazz Ensemble/Combos • 0 or 1 credit**

A select group that studies and performs music in various jazz styles. Performance of jazz music at the highest level will

enhance student's aesthetic awareness and perception. Performances on and off campus will raise the student's awareness of music as a powerful cultural force. Enrollment in MUS 117 recommended. Maximum of four credits may be used toward a degree. Prerequisites: Enrollment by audition and consent of the director. Corequisites: MUS 117.

**+MUS 119. SAU Community Symphony Orchestra • 0 or 1 credit**

Ensemble concentrating on a variety of orchestral literature. Maximum of eight credits may be used toward a degree. Prerequisites: Instructor consent required.

**+MUS 120. Jazz Appreciation • 3 credits**

A historical presentation of jazz in America. An investigation and analysis of all types of jazz from Early New Orleans Jazz to current contemporary styles. Course is designed to enhance the listening skills of the student regardless of background or musical experience. Students will acquire the skills necessary to enjoy and appreciate jazz at a deeper level and discriminate between different types of jazz.

**+MUS 121–127. Ensemble • 0 or 1 credit**

Ensemble work in the following groups:

- 121. Vocal Ensemble
- 122. String Ensemble
- 123. Woodwind Ensemble
- 124. Brass Ensemble
- 125. Piano Ensemble
- 126. Mixed Ensemble
- 127. Percussion Ensemble

Offered on as-needed basis. Maximum of four credits may be used toward a degree. Prerequisites: Instructor consent required.

**+MUS 130. History of Rock & Roll • 3 credits**

A historical presentation of rock and roll music in America. An investigation and analysis of all types of rock and roll and/or popular music. The course is designed to enhance the listening skills of the student regardless of background or musical experience. Students will acquire the skills necessary to enjoy and appreciate rock/pop music at a deeper level and discriminate between different types of music.

**+MUS 150. Composition Class • 3 credits**

Composition Class is an exploration of compositional techniques, and use of current technology as creative tool for musical expression. This course is designed for the person who has an interest in the process of writing music, recording music on a computer, and arranging for acoustic instruments. Class meetings will include structured lessons in contemporary music, and student-led presentations of projects. Class assignments will involve the opportunity to use computer/midi-synthesizer technologies. Prerequisites: MUS 101 or the ability to read music. Student capacity 8.

**MUS 201. Theory I • 2 credits**

Basic elements of music. Introduction to the theory and analysis of diatonic harmony. Triads, seventh chords, voice leading, part writing, harmonic progression, and transposing instruments.

**MUS 202. Theory II • 2 credits**

Continuation of MUS 201. Non-chord tones, dominant and non-dominant sevenths, sequential progressions, cadences, motives, phrases, and periodic forms. Introduction to chromatic harmony. Prerequisites: MUS 201, with a minimum grade of C is required.

**+MUS 203. Applied Music (Voice or Instrument)\* • 1–2 credits**

Private lessons in selected instrument or voice. Can be repeated for credit. One 30-minute lesson per week for each semester hour of credit. Students studying their instrument/voice for 2 credits are expected to practice twice as much. They are expected to cover more repertoires, make greater progress in technique, and to perform at a higher level than those registered for 1 credit. For fees, see Expenses section. Prerequisites: Music majors and minors only and scholarship recipients.

**MUS 207. Aural Skills I • 2 credits**

Performance and aural recognition of intervals, major and minor scales, triads, diatonic melodies and chord progressions, and basic rhythmic patterns in simple and compound meters.

**MUS 208. Aural Skills II • 2 credits**

Continuation of MUS 207. Sevenths chords. Longer and more complicated diatonic melodies and chord progressions. Basic rhythmic patterns in less common meters. Prerequisites: MUS 207 with a minimum grade of C is required.

**MUS 221. Piano Techniques I • 1 credit**

Introductory course for basic keyboard skills for classroom and personal use, including major scales, primary chords, harmonization, sight reading and transposition. Required for first-year music and music education majors. Class open to music majors and minors only.

**MUS 222. Piano Techniques II • 1 credit**

A continuation of Piano Techniques I, learning basic keyboard skills, including minor scales, seventh chords, accompanying skills, harmonization and transposition of chord charts. Required class for music majors who have completed Piano Techniques I. Limit 6 students. Prerequisites: MUS 221 or permission of instructor.

**MUS 234. Percussion Techniques • 1 credit**

Basic information concerning teaching methods and performance techniques for musical instruments common to the percussion family. Students will follow a course of study that will enable them to teach beginning students at the elementary or secondary school levels and to continue to provide them with an accepted, organized approach to learning and developing percussion techniques and skills. Course is designed to acquaint students with the history of each major instrument, their acoustical properties and methods of sound production, and the idiosyncrasies of percussion music notation. Prerequisites: Music majors only.

**MUS 235. Brass Techniques • 1 credit**

Basic information concerning teaching methods and performance techniques for musical instruments common to the brass family. Students will follow a course of study that will enable them to teach beginning students at the elementary or secondary school levels and to continue to provide them with an accepted, organized approach to learning and developing brass techniques and skills. Course is designed to acquaint students with the history of each major instrument, their acoustical properties and methods of sound production. Prerequisites: Music majors only.

**MUS 237. Technique for Voice • 1 credit**

Theoretical and practical aspects, such as voice classification, technical training methods, breathing, the adolescent changing voice, style, and interpretation. Prerequisites: Music majors only.

**MUS 238. Woodwind Techniques • 1 credit**

Basic information concerning teaching methods and performance techniques for musical instruments common to the woodwind family. Students will follow a course of study that will enable them to teach beginning students at the elementary or secondary school levels and to continue to provide them with an accepted, organized approach to learning and developing woodwind techniques and skills. Course is designed to acquaint students with the history of each major instrument, their acoustical properties and methods of sound production. Prerequisites: Music majors only.

**MUS 239. Technique for String Instruments • 1 credit**

Basic information concerning teaching methods and performance techniques for musical instruments common to the string family. Students will follow a course of study that will enable them to teach beginning students at the elementary or secondary school levels and to continue to provide them with an accepted, organized approach to learning and developing string techniques and skills. Course is designed to acquaint students with the history of each major instrument, their acoustical properties and methods of sound production. Prerequisites: Music majors only.

**MUS 240. Technique for Guitar • 1 credit**

Fundamentals for music education majors and elementary classroom teachers. Develops such skills as chording, harmonizing, transposing and reading of melodic lines. Prerequisites: Music majors only.

**MUS 242. Techniques for Studio Teaching • 1 credit**

Procedures and techniques for effective individual and group lessons. Successful operation of a private teaching studio. Resources for the independent/studio instructor.

**MUS 244. Music for the Elementary Classroom • 2 credits**

Provide elementary education teachers materials and skills for teaching music in the classroom. Emphasis on basic theory, fundamental piano, guitar and singing. Twenty-five hours of field experience required for music education majors.

**MUS 301. Theory III • 2 credits**

Continuation of MUS 202. Theory and analysis of chromatic harmony including secondary functions, modulation, mode mixture, Neapolitan and augmented sixth chords, enharmonic modulation, extended tertian chords, binary and ternary forms. Prerequisites: MUS 202, with a minimum grade of C is required.

**MUS 302. Theory IV • 2 credits**

Continuation of MUS 301. Theory and analysis of pitch organization in the late Romantic, Impressionistic, jazz, and tonally-centric twentieth-century idioms. Introduction to post-tonal theory. Prerequisites: MUS 301, with a minimum grade of C is required.

**+MUS 303. Advanced Applied Music (Voice or Instrument)\* • 1–2 credits**

Private lessons in selected instrument or voice. Can be repeated for credit. One 30-minute lesson per week for each semester hour of credit. Students studying their instrument/voice for 2 credits are expected to practice twice as much. They are expected to cover more repertoire, make greater progress in technique, and to perform at a higher level than those registered for 1 credit. For fees, see Expenses section. Permission of instructor required for 2 credit option and for the first registration in 303. Prerequisites: MUS 103 or 203; instructor consent required.

**MUS 307. Aural Skills III • 2 credits**

Continuations of MUS-208. Chromatic melodies and chord progressions, modulation, syncopation, hemiola, and irregular division of the beat. Prerequisites: MUS 208, with a minimum grade of C is required.

**MUS 308. Aural Skills IV • 2 credits**

Continuation of MUS 307. Advanced chromatic, Impressionistic, post-tonal pitch materials, polyrhythms, composite meter, tempo modulation, and modern durational procedures. Prerequisites: MUS 307, with a minimum grade of C is required.

**+MUS 309. Music in Liturgy • 3 credits**

The history and development of Christian worship with special emphasis on musical traditions. The theological, pastoral, and practical aspects of planning contemporary Catholic and Protestant worship services. Practical experience in liturgical planning. Prerequisites: Instructor consent required.

**+MUS 311. Chamber Singers • 0 or 1 credit**

A mixed-voice chamber choir of 20-30 singers which studies and performs significant literature for the chamber choir. Enrollment by audition. Maximum of four credits may be used toward completion of a degree. Prerequisites: Instructor consent required.

**+MUS 313. STAMVOJA • 0 or 1 credit**

Vocal jazz performing ensemble. Membership by audition. Maximum of four credits may be used toward a degree. Prerequisites: Instructor consent required.

**MUS 317. Introduction to Musical Theatre • 3 credits**

Cross-discipline course providing musical and theatre background for music and theatre majors and minors. Explores areas common to both disciplines and enables students to share strengths. Helps students develop basic and more advanced skills in the musical theatre and gives a broad knowledge of the medium. (*Same as THTR 317.*)

**MUS 318. Marching Band/Jazz Band Procedures • 2 credits**

Philosophy, administration, and instruction for the school marching band and jazz band programs. Development of organizational and rehearsal techniques, needed to create successful marching band and jazz band programs. Practical experience and rehearsal techniques in a variety of instructional settings. Prerequisites: Music majors only.

**MUS 319. Conducting • 3 credits**

Essentials of conducting, with technique and mechanics of the baton. Literature pertaining to art of conducting. Rehearsal procedure and conducting practice. Prerequisites: MUS 201, 202.

**MUS 320. Conducting II: Choral • 3 credits**

Selection of choral literature will be addressed. Refining the techniques of rehearsing and conducting choral music. Prerequisites: MUS 319.

**MUS 321. Conducting II: Instrumental • 3 credit**

Continuation of MUS 319. Refining techniques of rehearsing and conducting instrumental music performance groups. Survey of core repertoire for the wind ensemble, symphonic band, and/or orchestra. Prerequisites: MUS 319.

**MUS 322. Secondary Choral Methods • 3 credits**

Study of materials, media, and methods used in teaching general and vocal music in grades 7-12. Prerequisites: MUS 202.

**MUS 323. Instrumental Materials and Methods for Music Education • 3 credits**

Study of teaching methods and materials used in teaching instrumental music in the schools (Grades 5-12). Prerequisites: MUS 202.

**MUS 324. Music Technology and Practicum • 3 credits**

Educational use of technologies including computers, MIDI and electronic keyboards, amplification, recording and playback of sound. Individualized projects with technological components.

**WI-MUS 325. Music History and Literature: Antiquity to 1700 • 3 credits**

Detailed study of the history of music and music literature of the period. Prerequisites: MUS 202

**MUS 326. Music History and Literature: 1750 to 1890 • 3 credits**

Detailed study of history of music and music literature from 1750-1890. Prerequisites: MUS 202.

**WI-MUS 327. Music History and Literature III • 3 credits**



Detailed study of art music since 1890, popular music styles (especially in U.S.) and ethnomusicology. Prerequisites: MUS 202; ENGL 101, with a minimum grade of C.

#### **MUS 401. Counterpoint • 2 credits**

Theoretical and practical study of counterpoint, and stylistic writings in the style of 16<sup>th</sup> and 18<sup>th</sup> century composers. Species counterpoint, Canon, Motet, Dance variations and Madrigal. Figured Bass, Inventions, Sinfonia, and Fugue. Presentation of composition projects and midterm and final periods. Prerequisites: MUS 301, with a minimum grade of C.

#### **MUS 403. Applied Music Capstone: Senior Recital (Voice or Instrument) • 1-2 credits**

Private lessons in selected instrument or voice in preparation for and including the Senior Recital. Students may register for 2 credits in one section, or 1 credit in two different sections. In either case only one recital event is required. Prerequisites: 4 credits from MUS 103, 203; 3 credits from MUS 303; and approval of instructor required. For fees, see Expenses section.

#### **MUS 407. Form and Analysis • 3 credits**

Advanced theory and analysis of large-scale tonal structures with special emphasis on layer (Schenkerian) analysis techniques. Post-tonal theory and analysis using pitch-class sets, serial procedures, metric and rhythmic procedures and other contemporary techniques. Survey of recent scholarship in music theory. Prerequisites: MUS 302, with a minimum grade of C.

#### **MUS 450. Independent Study in Music • 1–3 credits**

Individual research and/or writing on and approved project, or work and performance on an approved project. Prerequisites: Instructor consent required.

## **Natural Science**

#### **+NSCI 105. Introduction to Physical Science • 4 credits**

Selected concepts underlying present understanding of the physical universe. Topics include motion and Newton's Laws, energy, electricity and electromagnetism; chemical structure and reactions; and elements of astronomy and geology. Some lecture demonstration and laboratory experience. Prerequisites: MATH 099 or higher.

#### **+NSCI 106. Energy • 4 credits**

Study of energy, its use and the underlying physics principles. Topics include energy, work, heat and conservation of energy; energy conversions; energy resources; energy uses and impacts on the environment; renewable and nonrenewable energies; and future energy alternatives. Lectures and Laboratory sessions. Prerequisites: MATH 171.

#### **+NSCI 205/GEOG 201. Physical Geography • 3 credits**

Natural environment with emphasis on spatial interaction of elements, resources and their uses.

## **New Student Seminar**

#### **NSS 101. New Student Seminar • 1 credit**

New Student Seminar helps new students make a successful academic, personal, and social transition to St. Ambrose University. This course aims to instill in SAU students, a sense of academic community, to effectively convey the expectations of being a college student in a liberal arts tradition, to facilitate thoughtful exploration of interests, majors, and careers, and to expose students to educationally purposeful activities in and out of the classroom.

## **Nursing**

#### **NURS 102. Nursing Seminar • 1 credit**

This seminar course serves as an introduction to the nursing degree program. It provides an opportunity for students to interact with other pre-nursing students and faculty to explore the process of becoming a nurse. Topics may include the history of nursing, the domain of nursing study, and current issues in the nursing profession.

#### **NURS 201. Nursing Seminar • 1 credit**

This seminar course is a continued introduction to the nursing degree program. It provides an opportunity for students to interact with other pre-nursing students and faculty to explore the process of becoming a nurse. Topics may include the history of nursing, the domain of nursing study, and current issues in the nursing profession.

#### **NURS 202. Nursing Seminar • 1 credit**

This seminar course is a continuation of an introduction to the nursing degree program. It provides an opportunity for students to interact with other pre-nursing students and faculty to explore the process of becoming a nurse. Topics may include the history of nursing, the domain of nursing study, and current issues in the nursing profession.

#### **WI-NURS 305. Introduction to Contemporary Nursing • 3 credits**

This course explores the role of the contemporary professional nurse. Concepts of professionalism, values and beliefs, diversity, and holism are discussed. The roles of nurse as caregiver, coach, educator, and health promoter will be explored. Students will explore the meaning of interprofessional collaboration for planning safe, effective, and affordable health promotion activities. Prerequisites: Admission to the Nursing major.

#### **NURS 315. Nursing Process I Across the Lifespan • 3 credits**

This course introduces the application of the nursing process to diverse persons across the lifespan. Concepts which will be explored include: nutrition, elimination, infection prevention, safety, mobility, self-care, sleep and rest, activity, tissue integrity, changes, health outcomes, and fundamental caring, coaching, and educating interventions for health maintenance and health promotion. Prerequisites: Admission to the Nursing major. Pre/Co-requisites: NURS 320.

#### **NURS 320. Nursing Skills I • 1 credit**

This course focuses on the development of skills necessary for safe, holistic, client-centered care in diverse clients across the lifespan. Supervised practice and simulation are used to promote the development of skills related to the nursing care of clients experiencing alterations in comfort, pain, and suffering, asepsis and infection prevention, promotion and conservation of energy, urinary and bowel elimination, nutrition, self-care and hygiene and tissue integrity. Prerequisites: Admission to the Nursing major. Pre/Co-requisites: NURS 315.

**NURS 325. Health Assessment Across the Lifespan • 3 credits**

This course focuses on comprehensive health assessment of diverse individuals across the lifespan. Techniques of interviewing, history-taking, and physical assessment are developed. Evaluation of assessment data will be explored. This course will also include relevant screening tests and procedures for each body system. Prerequisites: Admission to the Nursing major. Pre/Co-requisites: NURS 330.

**WI-NURS 326. Health Assessment Applied Across the Lifespan • 3 credits (ACCEL)**

This course focuses on comprehensive health assessment of diverse individuals across the lifespan. Techniques of interviewing, history-taking, and physical assessment are developed. Evaluation of assessment data will be explored. This course will also include relevant screening tests and procedures for each body system. Assessment skills are a mainstay of the nursing process. This course has emphasis on mastery of skills to perform a holistic health assessment of well clients across the lifespan. This course will also include indications for relevant screening tests and procedures for each body system. This course integrates content from NURS 325 and NURS 330 for Registered Nurses in an accelerated format. Prerequisites: Admission to ACCEL Program and Nursing major; NURS 386; ENGL 101, with a minimum grade of C.

**NURS 330. Applied Health Assessment • 1 credit**

Assessment skills are a mainstay of the nursing process. This course has emphasis on mastery of skills to perform a holistic health assessment of well clients across the life span. This course will also include indications for relevant screening tests and procedures for each body system. Prerequisites: Admission to the Nursing major. Pre/Co-requisites: NURS 325.

**NURS 335. Pathophysiology & Pharmacology I • 4 credits**

This course explores pathophysiological disorders from a conceptual approach and integrates pharmacological and nursing interventions as available treatment modalities. Major immunological, inflammatory, neurological, sensory, endocrine, musculoskeletal, gastrointestinal and integumentary disorders will be investigated across the lifespan. Prerequisites: Admission to Nursing major.

**NURS 340. Evidence Based Practice I: Information Systems • 4 credits**

This course examines how nursing has developed as a science and how evidence guides nursing practice. Students will explore various types of evidence, and how to determine appropriate

sources of information. Students will learn methods of searching for information in nursing literature. Prerequisites: Admission into the Nursing major.

**NURS 345. Clinical Application I • 1 credit**

This course provides opportunities for application of theoretical content, skills, and critical thinking in selected client care experiences in order to develop nursing knowledge, skills, and attitudes of holistic care for diverse clients and families across the life span. Pre/Co-requisites: NURS 305, 315, 320, 325, 330, 335.

**NURS 360. Caring/Coaching/Educating Across Settings • 3 credits**

This course explores the roles of nursing practice in meeting the needs of clients in various settings within the construct of a continuum of services. Concepts will include how to assess health in the context of environment, lifestyle, diversity, resources, motivation, values and supports. Concepts of caring, coaching, and educating will be applied within the framework of the nursing process. Prerequisites: NURS 305, 315, 320, 325, 330, 335, 340, 345.

**NURS 365. Nursing Process II Across the Lifespan • 4 credits**

This course continues the application of the nursing process to diverse persons across the lifespan which were introduced in Nursing Process I. Concepts which will be explored include: coagulation, clotting, circulation, perfusion, gas exchange, acid base balance, fluid and electrolyte balance, and cellular regulation. Emphasis is on health changes, health outcomes, with caring, coaching, and educating interventions for health maintenance and promotion. Prerequisites: NURS 305, 315, 320, 325, 330, 335, 340, 345. Pre/Co-requisites: NURS 360, 365, 370, 375, 380, 385.

**NURS 370. Nursing Skills II • 1 credit**

This course focuses on the expansion of essential skills for safe, holistic, client-centered care in diverse clients across the lifespan. Simulation learning strategies and supervised practice are used to support the development of skills related to the nursing care of clients experiencing alterations in coagulation, clotting, circulation, perfusion, gas exchange, acid base balance, fluid and electrolyte balance, and cellular regulation. Prerequisites: NURS 305, 315, 320, 325, 330, 335, 340, 345. Pre/Co-requisites: NURS 360, 365, 375, 380, 385, 395.

**NURS 375. Pathophysiology/Pharmacology II • 3 credits**

This course continues the exploration of pathophysiological disorders from a conceptual approach and integrates pharmacological and nursing interventions as treatment modalities. Pathophysiological and pharmacological concepts which will be explored include: coagulation, clotting, circulation, perfusion, gas exchange, acid base balance, fluid and electrolyte balance, and cellular regulation. Prerequisites: NURS 305, 315, 320, 325, 330, 335, 340, 345.

**NURS 376. Pathophysiology/Pharmacology II • 3 credits (ACCEL)**

This course explores pathophysiological disorders from a conceptual approach and integrates pharmacological and nursing interventions as treatment modalities. Select pathophysiological and pharmacological concepts will be explored. This course is similar to NURS-385 and is offered to Registered Nurses in an accelerated format. Prerequisites: NURS 386; Admission to ACCEL Program and Nursing major.

**NURS 380. Nursing Concepts of Mental Health • 3 credits**

This course provides theoretical and practiced-based overview of mental health nursing. This course will examine the role of the nurse in addressing the mental health and psychiatric needs of diverse individuals, families, and groups within communities and other health settings. The course will build on concepts of holistic nursing, caring, and health coaching. The student will apply the nursing process to a variety of clinical disorders across the lifespan. The continuum of mental health-mental illness, aspects of health promotion, illness prevention, acute care, and psychiatric rehabilitation will be explored. Prerequisites: NURS 305, 315, 320, 325, 330, 335, 340, 345.

**NURS 385. Evidence Based Practice II: Understanding Research • 1 credit**

This course examines how nursing research is designed and data are collected. Methods of qualitative and quantitative design will be explored including appropriate methods of collecting and analyzing data. Prerequisites: NURS 305, 315, 320, 325, 330, 335, 340, 345.

**NURS 386. Caring/Coaching/Educating Across Settings • 3 credits (ACCEL)**

This course explores the roles of nursing practice in meeting the needs of clients in various settings within the construct of a continuum of services. Concepts will include how to assess health in the context of environment, lifestyle, diversity, resources, motivation, values and supports. Concepts of caring, coaching, and educating will be applied within the framework of the nursing process. This course is offered to Registered Nurses in an accelerated format. Prerequisites: Admission to ACCEL Program and Nursing major.

**NURS 395. Clinical Application II • 2 credits**

This course provides opportunities for application of theoretical content, skills and critical thinking in selected client care experiences in order to develop nursing knowledge, skills, and attitudes of holistic care for diverse clients and families in a variety of settings across the life span. Prerequisites: NURS 305, 315, 320, 325, 330, 335, 340, 345. Pre/Co-requisites: NURS 360, 365, 370, 375, 380, 385.

**NURS 399. Independent Research • 1-6 Credits**

An independent nursing project with permission of department chairperson to broaden the foundation of knowledge within the field of nursing. Supervision is assigned to a faculty member with expertise in an area of requested study. Student with an interest in any aspect of nursing can integrate information from several fields within nursing and focus on the question to be investigated. Instructor's consent required.

**NURS 405. Concepts of Genomics & Family Health • 3 credits**

This course incorporates nursing concepts specific to genomic nursing. Particular emphasis is placed on caring, coaching, and educating diverse persons and their families within the context of genetically acquired disorders as experienced across the lifespan. Prerequisites: NURS 360, 365, 370, 375, 380, 385, 395.

**NURS 406. Concepts of Genomics & Family Health • 3 credits (ACCEL)**

This course incorporates nursing concepts specific to genomic nursing. Particular emphasis is placed on caring, coaching, and educating diverse persons and their families within the context of genetically acquired disorders as experienced across the lifespan. This course is offered to Registered Nurses in an accelerated format. Prerequisites: NURS 386; Admission to ACCEL Program and Nursing major.

**NURS 415. Nursing Process III Across the Lifespan • 4 credits**

This course continues the application of the nursing process to diverse persons across the lifespan which were previously introduced. Concepts which will be explored include: glucose regulation, immunity and inflammation, intracranial regulation, sensory perception, and advanced major system functions. Emphasis is on health changes, health outcomes, with caring, coaching, and educating interventions for health maintenance and promotion. Prerequisites: NURS 360, 365, 370, 375, 380, 385, 395. Pre/Co-requisites: NURS 425.

**NURS 425. Nursing Skills III • 1 credit**

This course focuses on the advanced skills for safe, holistic, client-centered care in diverse clients across the lifespan. Simulation learning strategies and supervised practice are used to support the development of skills related to the nursing care of glucose regulation, immunity and inflammation, intracranial regulation, sensory perception, and advanced major system functions. Prerequisites: NURS 360, 365, 370, 375, 380, 385, 395. Pre/Co-requisites: NURS 415, 435, 445.

**NURS 435. Concepts of Women's Health and Reproduction • 3 credits**

In contemporary healthcare, nurses are increasingly engaged in initiatives of health promotion and disease prevention. This course includes a holistic overview of issues organized by lifespan stages, including infancy through reproductive years: reproductive age (including pregnancy and lactation), climacteric, menopause, and post-menopausal women. Prerequisites: NURS 360, 365, 370, 375, 380, 385, 395. Pre/Co-requisites: NURS 415, 425, 445.

**NURS 440. Evidence Based Practice III: Appraising Research • 1 credit**

This course examines concepts used to describe and appraise nursing research. Statistical concepts of frequency, central tendency, distribution, variability and error will be discussed as they relate to understanding the results of research. Selective studies will be explored to determine reliability, validity, and

limitations. Prerequisites: NURS 360, 365, 370, 375, 380, 385, 395.

**NURS 441. Evidence Based Practice I, II, III • 3 credits (ACCEL)**

This course examines how nursing has developed as a science and how evidence guides nursing practice. Students will explore various types of evidence, and how to determine appropriate sources of information. Students will learn methods of searching for information in nursing literature. This course examines how nursing research is designed and data is collected. Methods of qualitative and quantitative design will be explored including appropriate methods of collecting and analyzing data. This course examines concepts used to describe and appraise nursing research. Statistical concepts of frequency, central tendency, distribution, variability and error will be discussed as they relate to understanding the results of research. Selective research studies will be explored to determine reliability, validity and limitations. This course is equivalent to NURS 340, 385 and 440 and is offered to Registered Nurses in an accelerated format. Prerequisites: NURS 386; Admission to ACCEL Program and Nursing major.

**NURS 445. Clinical Application III • 2 credits**

This course provides opportunities for progressive application of theoretical content, skills and critical thinking as coach, caregiver, and educator for diverse individuals, families, selected populations, and communities across the life span. A variety of acute care and community settings will be utilized for development in the professional nursing role. Prerequisites: NURS 360, 365, 370, 375, 380, 385, 395. Pre/Co-requisites: NURS 405, 415, 425, 435, 440, 445.

**NURS 455. Concepts of Population Health • 3 credits**

The health of populations is the focus of nursing care in this course. Emphasis is placed on health promotion and disease prevention. Students will assess and evaluate protective and predictive factors, including genetics, which influence the health of individuals, families, groups, communities, and populations. Clinical prevention and population focused interventions will be reviewed with emphasis on effectiveness, efficiency, and social justice, including a commitment to the health of vulnerable populations. Prerequisites: NURS 405, 415, 425, 435, 440, 445.

**NURS 456. Concepts of Population Health • 3 credits (ACCEL)**

The health of populations is the focus of nursing care in this course. Emphasis is placed on health promotion and disease prevention. Students will assess and evaluate protective and predictive factors, including genetics, which influence the health of individuals, families, groups, communities, and populations. Clinical prevention and population focused interventions will be reviewed with emphasis on effectiveness, efficiency, and social justice, including a commitment to the health of vulnerable populations. This course is equivalent to NURS 455 and is offered to Registered Nurses in an accelerated format. Prerequisites: NURS 386; Admission to ACCEL Program and Nursing major.

**NURS 465. Concepts of Chronicity and Palliative Care • 3 credits**

This course explores the prevalence of chronic illness and aging and their impact on society. The course compares the disease management model of care to an illness management model of care for individuals, their families, communities, and the population. Specific concepts which will be explored include: stigma, adaptation, social isolation, quality of life, family dynamics, development, functional abilities, sensory perception, coping, pain, palliation, caregiving, coaching, and care coordination. Prerequisites: NURS 405, 415, 425, 435, 440, 445.

**NURS 466. Concepts of Chronicity and Palliative Care • 3 credits (ACCEL)**

This course explores the prevalence of chronic illness and aging and their impact on society. The course compares the disease management model of care to an illness management model of care for individuals, their families, communities, and the population. Specific concepts which will be explored include: stigma, adaptation, social isolation, quality of life, family dynamics, development, functional abilities, sensory perception, coping, pain, palliation, caregiving, coaching, and care coordination. This course is equivalent to NURS 465 and is offered to Registered Nurses in an accelerated format. Prerequisites: NURS 386; Admission to ACCEL Program and Nursing major.

**NURS 475. Leadership and Contemporary Issues • 4 credits**

This course will explore the role of nurse as leader and manager in the context of contemporary issues within health care. The focus will be on leadership skills, knowledge, and creativity to promote and manage safe, holistic client-centered care for diverse individuals, families, groups, and populations across the lifespan within contemporary, complex and multifunctional health care delivery systems. Prerequisites: NURS 405, 415, 425, 435, 440, 445.

**NURS 476. Leadership and Contemporary Issues • 3 credits (ACCEL)**

This course will explore the role of nurse as leader and manager in the context of contemporary issues within health care. The focus will be on leadership skills, knowledge, and creativity to promote and manage safe, holistic client-centered care for diverse individuals, families, groups, and populations across the lifespan within contemporary, complex and multifunctional health care delivery systems. This course is equivalent to NURS 475 and is offered to Registered Nurses in an accelerated format. Prerequisites: NURS 326, 376, 386, 406, 441, 456. Pre/Co-requisites: NURS 446, 486. Admission to ACCEL Program and Nursing major.

**NURS 485. Advanced Application Project • 3 credits**

This culminating course provides students an opportunity to participate in an actual quality improvement project. Students will identify, research, and present a quality improvement application project. Prerequisites: NURS 405, 415, 425, 435, 440, 445. Pre/Corequisites: NURS 475, 495.

**NURS 486. Advanced Nursing Practicum & Application Project • 3 credits (ACCEL)**

Socialization and development into the professional nursing role through a preceptorship experience is the focus of this capstone practicum. Progressive care, coaching, and educating of the individual, family and selected communities across the lifespan will be provided collaboratively with a registered nurse. This culminating course provides students an opportunity to participate in an actual quality improvement project integrated with a clinical experience in community health. Students will identify, research, and present a quality improvement application project. This course integrates content from NURS 485 and NURS 495 for the licensed Registered Nurse in an accelerated format. Prerequisites: NURS 326, 376, 386, 406, 441, 456; Admission to ACCEL Program and Nursing major. Corequisites: NURS 466, 476.

**NURS 495. Advanced Nursing Practicum • 3 credits**

Socialization and development into the professional nursing role through a preceptorship experience is the focus of this capstone practicum. Progressive care, coaching, and educating of the individual, family and selected communities across the lifespan will be provided collaboratively with a registered nurse. Prerequisites: NURS 405, 415, 425, 435, 440, 445. Pre/Co-requisites: NURS 455, 465, 475, 485.

## Philosophy

### Philosophy

**+PHIL 101. Introduction to Philosophy • 3 credits**

Introduces individuals and issues representing western philosophy. Students are also introduced to topic areas covered in-depth in other courses offered by the department. Can be taken concurrently with other courses in philosophy.

**+PHIL 201. Logic • 3 credits**

Designed to strengthen a student's ability to analyze and evaluate arguments, to recognize fallacious arguments, and to work with formal systems of inductive and deductive reasoning.

**+PHIL 207. Ethics • 3 credits**

Involves a study of the foundations of human happiness and moral reasoning. It directs attention to such contemporary moral issues as social justice, sex and love, prejudice and abortion.

**+PHIL 208. Philosophies of Life • 3 credits**

Examines what great thinkers have said about the goals and values of human existence, and how life should be led. Utilizes both literary and philosophic sources to raise questions concerning the self, and the relation of the individual to other persons.

**+PHIL 210. Social/Political Philosophy • 3 credits**

Philosophical analysis of social process as well as an attempt to develop the criteria for judging political institutions. Individuals such as Plato, Aristotle, Aquinas, Hobbes, Locke, Mill and Marx may be considered.

**+PHIL 217. History of Ancient Philosophy • 3 credits**

Introduces the history of western philosophy by examining the positions of, among others, the Pre-Socratics, Plato and Aristotle. Course is a study of philosophical thought characteristic of the period 600 B.C.E. to 400 C.E.

**+PHIL 302. Peace and Justice Seminar • 3 credits**

Coordinated by faculty from theology, philosophy and sometimes by an instructor from another field. The course is part of the interdisciplinary minor in justice and peace. Research project required. Recommended prerequisites: PHIL 207, 219, or THEO 280. Required Prerequisites: JPS 101.

**+PHIL 305. Business Ethics • 3 credits**

Study of ethical principles and the application of ethical principles to situations relevant to decision-making in the professional and business world. Students will be expected to reflect on question-raising situations that demand careful, informed moral deliberation. Prerequisites: Junior status.

**+PHIL 310. Bio-Medical Ethics • 3 credits**

Detailed study of ethical principles and the application of them to situations relevant to decision-making in medicine and the life sciences. Particular emphasis on such topics as the termination of life, the allocation of scarce resources and genetic research.

**+PHIL 311. Environmental Ethics • 3 credits**

Discusses environmental issues, analyzes philosophical and theological responses, calls for an evaluation of those responses and challenges the students to draw their own critical conclusions. Prerequisites: PHIL 101 or THEO 101. (*Same as THEO 311*)

**+PHIL 340. Philosophy of Sex and Love • 3 credits**

Intended to familiarize students with the major philosophical and moral issues surrounding our sexuality. Will draw upon thinkers from within the history of Western philosophy including Plato, Shakespeare, Kant, Mill, the Vatican and Russell. Examination of topics within the history and philosophy of love. Chart the history of romantic love, discuss the relationship between love and lust, and relate love to marriage and to sex.

**+PHIL 343. Ethics of Peace and Non-Violence • 3 credits**

An inquiry into the concepts of peace and justice, the methods of conflict resolution, and the various dimensions of a peaceful world. Among others, the positions of Mahatma Gandhi, Martin Luther King Jr. and Thomas Merton are examined. Recommended prerequisites: PHIL 207. Required Prerequisites: PHIL 101, 201, 208, 210, or 217.

**+PHIL 350. Philosophy of Religion • 3 credits**

A detailed evaluation of topics such as the traditional arguments for the existence of God; the problem of evil, the possibility of an afterlife; the relationship between psychology and religion; the arguments for atheism. Prerequisites: one philosophy course and sophomore standing or above.

**+PHIL 360. History of Medieval and Renaissance Philosophy • 3 credits**

Examination of the philosophical thought characteristic of the period 400–1550. Among others, looks at thinkers whose positions reflect the Christian world view, such as Augustine and Thomas Aquinas. Prerequisites: PHIL 217.

**+PHIL 365. History of 16<sup>th</sup> to 18<sup>th</sup> Century Philosophy • 3 credits**

Examination of the positions of thinkers who lived within the period 1550–1800, among others Descartes, Hume and Kant. Considers such topics as the rationalist/empiricist tension in epistemology, the deontological/utilitarian tension in ethics and social contract theory. Prerequisites: PHIL 217.

**+PHIL 367. History of 19<sup>th</sup> and 20<sup>th</sup> Century Philosophy • 3 credits**

Examination of the dominant philosophical movements of the last two centuries including Hegelian idealism, Marxist materialism, pragmatism, British analytic philosophy and continental trends such as existentialism, phenomenology and post modernism. Prerequisites: PHIL 217.

**+PHIL 370. History of American Philosophy • 3 credits**

Examination of the development of American philosophy, especially of American pragmatism. Among others, it considers the positions of Peirce, James and Dewey. Recommended prerequisites: PHIL 217. Required prerequisites: PHIL 101, 201, 207, 208, 210, or 217.

**+WI-PHIL 375. Existentialism • 3 credits**

Examines the philosophical and literary works of such thinkers as Kierkegaard, Nietzsche, Camus, Marcel, Sartre and Heidegger. The major question pursued in the course is, “What is it to be human?” Recommended Prerequisites: PHIL 217. Required prerequisites: ENGL 101, with a minimum grade of C; PHIL 101, 201, 207, 208, 210 or 217.

**+PHIL 380. Introduction to Asian Philosophy • 3 credits**

This course provides students with a basic introduction to some of the main philosophical schools of thought in India, China and Japan. Using mostly primary texts, students will read works in Hinduism, Buddhism, Taoism, Confucianism and Zen Buddhism. Class is meant to compare and contrast various schools of thought in the broad Anglo-European tradition.

**+PHIL 390. Special Topics in Philosophy • 3 credits**

For non-majors as well as majors. Deals with specific topics not covered in regular course offerings, including special topics in ethics, the history of philosophy, or other areas of philosophical inquiry. May consider such topics as work/leisure, alienation, oriental philosophy, feminist thought, utopian thought, African-American thought, Marxist thought and the philosophy of science.

**PHIL 405. Philosophy of Knowledge • 3 credits**

Considers questions associated with the nature, scope and reliability of human knowledge. Topics such as philosophical

skepticism, idealism, realism, and opinion vs. knowledge are examined. Prerequisites: PHIL 101, 201, 207, 208, 210, or 217.

**PHIL 415. Issues in Ethical Theory • 3 credits**

Considers questions associated with the nature of ethical reasoning. Topics such as the is/ought problem, the role of reason in ethical deliberation, the tension between Utilitarian and Deontological approaches to ethics and the foundations of value are examined. Prerequisites: PHIL 101, 201, 207, 208, 210, or 217.

**PHIL 420. Metaphysics • 3 credits**

Study of the most basic principles of reality. It asks what we can know about the whole of reality (being), the sorts of beings which exist, the status of concepts such as existence, being, body, soul (or mind), matter, freedom and God. Prerequisites: PHIL 101, 201, 207, 208, 210, or 217.

**WI-PHIL 435. Legal and Ethical Issues in Computing • 3 credits**

Explores legal, ethical and social implications of computing from the perspectives of the private citizen and the computing professional. Examines ethical theory in the context of computing, ethical codes for computing professionals, and current law and court precedents as they pertain to ownership of software and digital creations, privacy, free expression, and data security. Topics include the impact of electronic media on intellectual property, privacy threats from government and business databases, censorship of the Internet, government control of encryption, computer system reliability, and hacking and computer crimes. Prerequisites: ENGL-101, with a minimum grade of C; PHIL 101, 201, 207, 208, 210, or 217; Instructor consent required; Junior status.

**PHIL 451. Directed Readings in Philosophy • 3 credits**

Designed for advanced students, typically majors. Allows a student to organize a reading program centering on some topic not covered in regular courses. Prerequisites: PHIL 101, 201, 207, 208, 210, or 217.

**PHIL 490. Special Seminar in Philosophy • 3 credits**

An in-depth study of some particular figure or movement in the history of philosophy, such as Plato, Aristotle, Hegel, Wittgenstein, Social Contract Theory, Logical Positivism or the Natural Law Tradition. Students are primarily responsible for class discussions. Prerequisites: PHIL 101, 201, 207, 208, 210, or 217.

**WI-PHIL 495. Senior Seminar • 3 credits**

A capstone course for seniors. Students are primarily responsible for class discussions. Since this is a writing-intensive course, students are expected to express their reactions to class materials in a clear and cogent manner culminating in a final course research paper. Prerequisites: PHIL 101, 201, 207, 208, 210, or 217; ENGL 101, with a minimum grade of C.

## Physics

**+PHYS 203. College Physics I • 4 credits**

For majors in biology, health sciences and liberal arts. Principles of mechanics, thermodynamics, waves, acoustics, and fluids. Three lectures and one lab per week. Prerequisites: MATH 171. Corequisites: PHYS 203L.

**PHYS 204. College Physics II • 4 credits**

For biology, health sciences and liberal arts majors. Principles of electricity magnetism, optics, modern physics, and elementary particles. Three lectures and one lab per week. Prerequisites: PHYS 203. Corequisites: PHYS 204L.

**+PHYS 251. General Physics I: Mechanics • 4 credits**

Calculus-based physics course for majors in engineering and the physical sciences. Introduction to mechanics, rotational motion, and fluids. Three lectures and one laboratory per week. Prerequisites: MATH 191. Corequisites: MATH 192.

**PHYS 253. General Physics II: Electricity, Magnetism, and Optics • 4 credits**

Electrical and magnetic properties of matter, AC and DC circuits, electrical fields and particles, magnetic fields induction, Maxwell's equations, introduction to electronics, and optics. Three lectures and one laboratory per week. Prerequisites: MATH 192; PHYS 251.

**PHYS 306. Electronics • 3 credits**

For science and engineering majors. Digital circuits and design techniques, transistor and diode circuits, operational amplifiers, filters and signal sampling. Two lectures, one laboratory per week. Prerequisites: PHYS 253. Corequisites: MATH 290 and 320.

**PHYS 317. Modern Physics • 3 credits**

Spectroscopy, x-rays, photoelectric effect, introduction to quantum mechanics, special relativity, natural and induced radioactivity, nuclear energy levels and structure, nuclear reactions, shielding, accelerators, and reactors. Three lectures per week. Prerequisites: PHYS 204 or 254.

**WI-PHYS 329. Experimental Research • 2–3 credits**

Individual research projects selected by student. Design and installation of experimental apparatus involved. Prerequisites: Instructor consent required; ENGL 101, with a minimum grade of C.

## Political Science

**+PSCI 101. American Government • 3 credits**

Introduction to the Constitution, presidency, congress, courts, and citizen participation in the political system. Emphasis on the connection between government and our lives as citizens. This course satisfies requirements for a teacher's certificate in Iowa and Illinois.

**+PSCI 103. Politics in Film • 3 credits**

Examines the portrayal of politics in film with a focus on American politics. Comparison of film presentations of political issues with political science theories.

**+PSCI 104. Introduction to Leadership Studies • 3 credits**

Introduction to the theories, practices, and skills of leadership. Assessing leadership applying the scientific method to address the questions what is leadership and what is a good leader? The similarities and differences between political and business leadership are also addressed.

**+PSCI 110. Law and Society: An Introduction to the American Legal System • 3 credits**

Study of the nature of law and its place in the development of Western political and social life. Careful attention is paid to American civil, criminal, and constitutional law, and with an examination of the contemporary legal profession. Foundation course for Pre-Law Studies Interdisciplinary Minor.

**+PSCI 120. Truth, Justice, & Politics: An Introduction to Political Philosophy • 3 credits**

Introduction to the field of political philosophy, exploring fundamental concepts such as human nature, truth, justice, virtue, citizenship, and leadership through the lens of major political philosophers. Application to issues in American political society.

**+PSCI 130. Global Issues • 3 credits**

Introduces students to a wide range of current global issues including international conflicts, terrorism, nuclear weapons, human rights, population, poverty, trade, energy, globalization, and the environment. The worldwide implications of these issues will be considered, as well as their effects on local communities, such as the Quad Cities. This course further explores how American government has responded to these issues.

**+PSCI 199/299/399/WI-399. Special Topics • 3 credits**

Advanced study of a topic not part of regular course offerings. Note: only PSCI 399 counts as Writing Intensive.

**+PSCI 230. Global Terrorism • 3 credits**

This course explores the nature of terrorism, the motivations of terrorists, and the tactics that terrorists use. It surveys state-sponsored terrorist groups, as well as several leading past and current radical groups. The final weeks of the course will assess different methods of countering terrorism, ranging from law enforcement to covert action.

**+PSCI 232. War and Peace • 3 credits**

This course offers an introduction to the forces shaping conflict and cooperation in world politics. The purpose of the course is to gain understanding of both the causes of war and the opportunities for conflict resolution and peace. Discussion will include: the definitions of the post-Cold War era; a variety of ethno-territorial regional conflicts; the principles and methods of building a world peace system; and conflict management methods and techniques used to de-escalate conflict.

**+PSCI 301. Campaigns and Elections • 3 credits**

This course introduces the student to the American electoral process. The campaign organization, the electioneering, and the role of political parties in American Government are studied in this context. We will address questions dominating contemporary American electoral politics some of these include: Is the campaign and election process broken, in need of reform? Is money buying elections? What is political leadership? What makes for a winning campaign? Does the electoral process help or hinder citizenship?

**+PSCI 304. U.S. Constitution & Civil Liberties • 3 credits**

Study of U.S. Constitution in its history, design, and effect on American government and society. Explores theory and practice of constitutional interpretation as it applies to governmental powers and the rights, liberties, and duties of citizens. Prerequisites: at least one 100 level political science course.

**+PSCI 305. Mock Trial • 1 credit**

Preparation for Mock Trial competition. Focus on judicial procedure and the court system, legal argumentation and rhetoric, and courtroom performance. Maximum 3 credits. Prerequisites: Instructor consent required.

**PSCI 306. Model United Nations • 1 credit**

Preparation for model United Nations conference. Model United Nations is an annual conference at which key activities of various United Nations bodies are simulated. It is open to all majors. Maximum 3 credits.

**+PSCI 309. International Politics • 3 credits**

Among the topics discussed in this course are how foreign politics are made and implemented, the international economy, diplomacy, international law and organization, power, interdependence, arms races, terrorism, and war. This course is designed to touch upon a wide variety of topics that make up international politics.

**+WI-PSCI 310. Virtue & Political Leadership • 3 credits**

Examination of the role of personal and civic virtue in the maintenance of a just and flourishing society. Study of important works of political philosophy and contemporary research in the field. Prerequisites: PSCI 120; ENGL 101, with a minimum grade of C.

**+PSCI 313. Foreign Policy of the United States • 3 credits**

This course is designed to improve students' understanding of the formation and conduct of U.S. foreign policy after WWII. First, the course explores various philosophical and theoretical frameworks of American foreign policy. Second, the course examines significant political, economical, social, and institutional factors (e.g., the international system, the Presidency, the Congress, the State Department, the intelligence community, the media, and the public and the interest groups) that have traditionally shaped American foreign policy. Finally, the course discusses the most significant contemporary issues of US foreign policy.

**PSCI 316. International Law & Organizations • 3 credits**

This course is designed to convey information about international legal institutions and the body of international law itself (the rules governing intervention and the use of armed force, uses of the oceans, expropriation of property, etc.) and to provide an understanding of the role of international law in affecting relationships among states and individuals. Prerequisites: 100 level PSCI course.

**PSCI 319. Comparative Politics • 3 credits**

This course introduces students to the analysis of politics in countries other than the United States. It compares and contrasts the structure of political institutions, the characteristics of main political actors, and types of political systems, from pluralist democracy to totalitarianism and points in between. The course explores the interconnection between politics and economics with special focus on differences in the role of the state (or government) on economic development. Prerequisites: 100 level PSCI course or instructor permission.

**+PSCI 320. Natural Law, Natural Rights & the Common Good • 3 credits**

Examination of key theories on the existence, character, and scope of natural law and natural rights, and how they ought to inform constitutional design. Study of important works of political philosophy and contemporary research in the field. Prerequisites: PSCI 120.

**+PSCI 330. Topics in Political Philosophy • 3 credits**

Examination of key theme in the field of political philosophy. Study of important works and contemporary research in the field. Prerequisites: PSCI 210 or PHIL 210.

**PSCI 340. Independent Study • 1-3 credits**

Directed individual research on topic. Prerequisites: Instructor consent required.

**PSCI 351. Internship in Pre-Law • 3 credits**

Directed internship in legal profession. Prerequisites: Instructor consent required.

**PSCI 353. Internship in Politics • 3 credits**

Directed internship in political or public service. Prerequisites: Instructor consent required.

**PSCI 360. Administrative Law and Regulations • 3 credits**

Introduction to administrative law, regulatory power, rule-making power, and procedures of administrative agencies. The relationship between bureaucracy and the three institutions of government in the implementation of law is also examined. Prerequisites: PSCI 101.

**WI-PSCI 365. Political, Civic & Community Leadership • 3 credits**

The essentials of political, civic, and community service are explored. Topics include civic literacy, citizen power, running for elected office, organizing and leading political campaigns and non-profits, and community service. Multidisciplinary perspectives on leadership are applied to politics to explore the



role(s) of political and civic leaders in theory and in practice.  
Prerequisites: ENGL 101, with a minimum grade of C.

**+WI-PSCI 370. Public Administration • 3 credits**

This course examines the classic works of public administration to help attain a working knowledge of organizational behavior, organizational structure, management, and leadership as applied to the public sector. The relationship between public management, politics, and government are also explored.  
Prerequisites: ENGL 101, with a minimum grade of C.

**+PSCI 375. Environmental Politics, Policy & Law • 3 credits**

Using political theory, models and perspectives, this course examines the interactions between the environment and the government, policy, and politics we have created. The political and social causes and consequences of contemporary environmental problems as well as the policy and political responses to these problems are explored.

**WI-PSCI 400. Research in Political Science • 3 credits**

Research in political science or related field employing methodology of legal studies, political thought, or empirical social science. Students complete research project and provide constructive feedback on peers' work. International studies majors, American government teaching majors, and pre-law minors will complete a project on a topic appropriate to those fields. Prerequisites: at least one 300-level PSCI course; ENGL 101, with a minimum grade of C.

## Psychology

**+PSYC 105. Introductory Psychology • 3 credits**

A basic introduction to psychology as a scientific discipline. History, theory and research across a variety of areas within psychology, including biological bases of behavior and cognition, sensation and perception, learning, memory, and psychological disorders.

**+PSYC 201. Personal Adjustment • 3 credits**

Serves in the process of self-examination, clarification of personal goals, skills, interpersonal relations, and study habits. Innovative techniques, such as group dynamics. Does not count toward Psychology majors and minors requirements.

**+PSYC 203. Psychology of Gender • 3 credits**

Overview of theory and research on the biological, psychological, and social aspects of gender, covering differences and similarities between men and women's behavior and cognitive processes, as well as how perceptions of gender affect behavior and cognition. Prerequisites: PSYC 105.

**PSYC 205. Psychology of Human Sexuality • 3 credits**

Physical, psychological, and social aspects of sexuality as a natural part of human living, including various problems associated with this interpersonal role. Prerequisites: PSYC 105.

**+PSYC 212. Life-Span Developmental Psychology • 3 credits**

Biological, behavioral, cognitive and social processes and development from conception through death and dying.  
Prerequisites: PSYC 105.

**PSYC 215. Research Methods • 3 credits**

Introduction to research methods used in studying human and animal behavior and cognitive processes. Provides skills for critical evaluation, public and professional literature dealing with the scientific study of behavior. Topics include the philosophy of scientific psychology, methods of investigation, principles of experimental design and control, psychological testing and discussion of applications in several areas of research. Some practice in design, implementation and research analysis. Prerequisites: PSYC 105.

**PSYC 294, 394, 494. Research Practicum:**

**Topics • 1–3 credits**

Practical and/or research experience working directly with a faculty member on scientific or applied projects of mutual interest. Maximum of 3 credits can apply toward major.  
Prerequisites: PSYC 105 and instructor permission.

**PSYC 306. Social Psychology • 3 credits**

Examines how the thoughts, feelings, and behaviors of individuals are influenced by others. Research and theory will be presented on topics including social cognition, person perception, attitudes and persuasion, stereotypes, conformity, obedience to authority, and group behavior. Prerequisites: PSYC 105.

**WI-PSYC 312. Women and Aging • 3 credits**

Biological, cognitive, social, and emotional development of women from age 20 through death. Includes a survey of the research that is focused on women's development, an exploration of the changing roles and expectations for women today, and of how women can maximize their adult experiences. Prerequisites: PSYC 105; ENGL 101, with a minimum grade of C.

**WI-PSYC 314. Human Motivation • 3 credits**

Study of a variety of contemporary theories of human motivation from biological, cognitive, and behavioral perspectives. Emphasis on applications to daily experience and writing in the discipline of psychology. Prerequisites: ENGL 101, with a minimum grade of C. Corequisites: PSYC 215.

**PSYC 321. Psychology and Law • 3 credits**

An overview of the interface between psychology and the law (sometimes called Forensic Psychology). Examines the use of psychology and psychological experts in the legal system. Topics include evaluation of mental competency of defendants, assessment of potential dangerousness, and expert testimony about the legal definition of insanity, jury selection, witness preparation, and children/adolescents in the judicial system. Prerequisites: PSYC 105.

**PSYC 323. Personality Theories • 3 credits**

Major theories of personality, including psychoanalytic, trait-factor, behavioral, and humanistic (including positive psychology) approaches. Prerequisites: PSYC 105.

**PSYC 324. Abnormal Psychology • 3 credits**

Introductory course to acquaint students with the hypothesized biological, psychological, and sociocultural causes of various mental disorders. It also includes a presentation of different treatment modalities for abnormal behavior. Students are provided with an introduction to the *Diagnostic and Statistical Manual of Mental Disorders*. Prerequisites: PSYC 105.

**PSYC 325. Psychology of Criminal Behavior • 3 credits**

Allows students to become familiarized with the most common psychological disorders in the offender population. Additionally, treatment options in various settings (i.e., jail, prison, forensic hospital, or outpatient clinic) will be explored with the legal implications discussed. Much of the course covers general topics related to offenders with mental disorders. Treatment of special types of offenders will be discussed (i.e., sex offenders, offenders with mental retardation, and juvenile offenders), victims of crime (i.e., victimology) will also be covered as time allows. Prerequisites: PSYC 105, 321.

**PSYC 326. Child Psychopathology • 3 credits**

Introduction to the field of abnormal child and adolescent psychology. The focus is on the development, maintenance, assessment, and treatment of various psychological disorders of childhood. Prerequisites: PSYC 105.

**PSYC 327. Psychology & Treatment of the Juvenile Offender • 3 credits**

Psychology and Treatment of the Juvenile Offender will cover a variety of theories that address why criminal behavior develops in children and adolescents and will include a strong focus on the psyche and personality types of juvenile offenders. Best empirically supported treatments to reduce criminal behavior in youth will also be a main focus of the course. Trends in juvenile criminal behavior will be considered in the context of applying theory to understand some criminal behaviors including homicide, other forms of violent interpersonal crime, substance abuse, gang activity, and sexual offenses. Multicultural and special needs factors will also be considered in understanding the psychology of juvenile offenders. Prerequisites: PSYC 105.

**PSYC 328. Psychology & Treatment of the Crime Victim • 3 credits**

Psychology and Treatment of the Crime Victim provides an examination of the psychological and behavioral consequences of crime on individuals, families, groups, and communities. Various theories about risk of victimization will be covered, as well as the psychology and treatment of specific victimization types. An examination of various victim response or treatment models will occur, including victim rights and services. Throughout the course, there will be an exploration of how various multicultural factors between the victim and offender interact to impact decisions about the best responses and treatment to offer victims. Prerequisites: PSYC 105.

**PSYC 331. Learning and Memory • 3 credits**

Research and theories in classical conditioning, operant conditioning and human memory. Lecture and laboratory. Prerequisites: PSYC 105.

**PSYC 332. Psychological Tests and Measurements • 3 credits**

Develop competencies in selection, evaluation, and interpretation of psychological tests while understanding ethical concerns in assessment. Prerequisites: PSYC 105; STAT 213. Offered alternate years.

**WI-PSYC 342. Theories of Counseling • 3 credits**

Serves as an introduction to different psychological theories and the different counseling strategies used in these approaches. Provides information to individuals in the helping professions and direct references to the lives and social environment of students. This course is a requirement for many graduate programs in psychology. Prerequisites: Junior status; PSYC 105, 324; ENGL 101, with a minimum grade of C.

**PSYC 343. Family Counseling • 3 credits**

The structure and process of family counseling, its historical and theoretical foundations, the practice of family counseling and training for and evaluation of family therapy. Prerequisites: PSYC 105, 324; junior status.

**PSYC 348. Supervised Field Experience • 3 credits**

Participation in service projects and field internship placements for which students have had suitable course preparation. Students must arrange a placement site no later than the semester prior to enrollment in the course. (Double majors in sociology and psychology may substitute SOC 386 for PSYC 348.) Prerequisites: Junior status; PSYC 105, 12 semester credits in psychology, and instructor permission. Transfer students must wait at least one semester before taking 348, but may arrange placement during the first semester.

**PSYC 350. Health Psychology • 3 credits**

Examines psychological influences on the promotion and maintenance of physical health, prevention and treatment of illness and the causes and correlations of health and illness. Research and theory will be presented on topics including stress and coping, health behaviors and health promotion, use of the healthcare system and pain. Offered alternate years. Prerequisites: PSYC 105.

**PSYC 355. Brain and Behavior • 3 credits**

Analysis of the anatomy and physiology of the nervous system of animals and humans, with a focus on biological mechanisms most relevant to key issues in psychology. Topics include the mind-body problem, development of language and learning, sexual behavior, alcoholism, psychosomatic illness, anxiety, aggressive behavior, recovery from brain damage, depression and schizophrenia. Prerequisites: PSYC 105. Recommended: Introductory biology or chemistry course.

**PSYC 360. Behavioral Pharmacology • 3 credits**

Analyzes the effects of drugs on behavior, with particular emphasis on the development and classification of drugs; the

effects of drugs on cognition, emotions, and psychomotor abilities; and the study of the chemical reactions and functions of the individual neuron or small populations of neurons. Takes a biopsychological perspective to build relationships between the empirical and experiential. Prerequisites: PSYC 105; one semester of biology or chemistry.

**+PSYC 375. The Psychology of Laughter, Mirth and Humor • 3 credits**

This course will explore laughter, mirth, and humor from a psychological perspective. We will address questions such as, What are biological bases of laughter? How does culture impact what we find humorous and how we respond to it? Are there situations that are universally funny? Is the ability to appreciate humor a uniquely human trait? Can other animals laugh? What purpose does laughter and humor play in our lives and how does it develop? We will also consider the practical applications of laughter and humor in various contexts, including social, therapeutic (including mental and physical health), educational, forensic, educational, and occupational settings.

**PSYC 384. Advanced Child & Adolescent Development • 3 credits**

This course is developed to go beyond a general survey of information and instead cover topics that are more in-depth with regard to child and adolescent development. Journal articles and other advanced readings from the discipline of psychology that are related to cognitive, emotional, and social development in children and adolescents will be covered. Students will have opportunities to apply research skills used in the field of developmental psychology to deepen their understanding of different populations studied in this course. The course goes beyond basic identification of different developmental theories for child and adolescent development and focuses on application of theory to understanding the best way to work with groups of children and teens across American cultures from a psychological perspective. Prerequisites: PSYC 105.

**PSYC 394. Research Practicum: Topics • 1-3 credits**

Practical and/or research experience working directly with a faculty member on scientific or applied projects of mutual interest. Maximum of 3 credits can apply toward major. Prerequisites: PSYC 105; instructor consent required.

**PSYC 397, 398. Topics in Psychology • 3 credits**

Courses in areas of psychology not included in other offerings in the department. Class topics will change each semester. Prerequisites: PSYC 105 and instructor permission.

**PSYC 402. Psychology of Sensation and Perception • 3 credits**

Examination of theoretical knowledge and experimental study of how information is gathered from the environment. Topics include psychophysics, vision, audition, touch and pain, smell and taste. Prerequisites: PSYC 105. Offered alternate years.

**PSYC 403. Behavioral Neuroscience • 4 credits**

Examination of the functional neuroanatomy and neurophysiology of human beings. Emphasis on the physiology

and anatomy of the nervous system, and the relationship between the nervous system and behavior and disorders that affect the nervous system. Prerequisites: PSYC 105; BIOL 101 or 199; PSYC 355 or instructor permission. Recommended: CHEM 103 or 105, or PHYS 203 or 251.

**WI-PSYC 404. Advanced Experimental Design and Analysis • 4 credits**

In-depth examination of research and methodology with hands-on research experience during all phases of the course. As a group, students are required to initiate a research project and carry it through to completion under instructor supervision. Students will develop a research topic, conduct a literature search, develop a research design, obtain IRB approval, collect data, conduct data analysis, and individually write an APA style research paper. Prerequisites: PSYC 105; STAT 213 with C+ or above, 215 with C+ or above; ENGL 101, with a minimum grade of C.

**PSYC 414. History of Psychology • 3 credits**

Historical roots of modern psychology in relation to current trends. Offered alternate years. Prerequisites: Junior status, PSYC 105, 215.

**PSYC 421. Internship in Forensic Psychology • 3-6 credits**

Supervised experience in local criminal justice or human service agencies (outside of local area experience with instructor permission). It allows students to observe and gain practical experience in areas related to psychology's interaction within law and criminal justice. Prerequisites: PSYC 105; instructor consent required.

**PSYC 494. Research Practicum: Topics • 3 credits**

Practical and/or research experience working directly with a faculty member on scientific or applied projects of mutual interest. Maximum of 3 credits can apply toward major. Prerequisites: PSYC 105; Instructor consent required.

## Sociology

**+SOC 101. Introduction to Sociology • 3 credits**

Essential characteristics of life in society, including culture, socialization, subcultures, primary and secondary relations, stratification, face-to-face interaction, large-scale organizations, conflict, deviance and social change.

**+SOC 120. Social Problems • 3 credits**

Analyzing the major social problems in the United States and other countries. The problems include: racism, sexism, overpopulation, poverty, crime, homelessness, and other problems.

**+SOC 210. Cultural Anthropology • 3 credits**

A cross-cultural examination of those structures in society that are common to all groups: family, subsistence strategies and distribution of wealth, political arrangements, religion, art, science and technology. Through focused study of the multi-level struggles for cultural and environmental survival, students

will bring new knowledge and analytical skills to their understanding of the cultural histories and issues in adaptation. Prerequisites: SOC 101.

**+SOC 220. Self and Society • 3 credits**

Focus is on the development of the social self, with emphasis on socialization, symbolic interaction, and development and presentation of self. Prerequisites: SOC 101 or 120.

**+SOC 230. Introduction to Gerontology • 3 credits**

Survey course designed to study the aging population. Topics include: an overview of biological, psychological, sociological and social psychological aspects, studies, and theories of aging; study of issues important to social policy and programs aimed at the elderly; and an examination of the range of the gerontology professions as an interdisciplinary field of study. Prerequisites: SOC 101 or 120.

**+SOC 235. Deviant Behavior • 3 credits**

Examines theories of crime and deviance, types and measures of crime, problems of drugs, alcohol, sex and gender. Prerequisites: SOC 101 or 120.

**+SOC 250. Environmental Sociology • 3 credits**

This class will use the sociological perspective to analyze the relationship between society and the environment. This course will expose you to a variety of topics that are central to the sub-discipline of environmental sociology, such sociological theories and methods used to understand the relationship between society and the environment, social behaviors that lead to environmental problems, the social construction of environmental issues, opinions, and concerns, and the response to environmental issues by various groups and organizations.

**+SOC 260. Social Organization • 3 credits**

Focus on large-scale social patterns and trends over time, including the formation and evolution of social groups, communities, organizations, institutions, and societies from a historical comparative perspective. Prerequisites: SOC 101.

**WI-SOC 301. Sociological Theory • 3 credits**

Examines the background, assumptions, and ideas of early sociologists as they tried to establish a foundation for sociology as an academic discipline. Prerequisites: SOC 101, 220, 260; ENGL 101, with a minimum grade of C.

**SOC 315. Qualitative and Ethnographic Research Methods • 3 credits**

Introduction to micro theory and methods of conducting research in social settings through extended participant observation, field work, ethnography, case study, and in-depth interviews. Prerequisites: SOC 101, 301.

**+SOC 323. Marriage and the Family • 3 credits**

Explores the relationship between the family and other institutions such as the economy, politics, and education. Also explores role relationships prior to marriage and afterward and the impact of social change on the family. Prerequisites: SOC 101 or 120.

**+SOC 325. Sex and Gender • 3 credits**

Introduces students to major sociological perspectives on sex and gender. Topics include socialization, intellectual and personal development of women and men, theories of gender inequality, and analysis of the major social institutions organizing gender relations, such as the family, economy, and politics. Prerequisites: SOC 101 or 120.

**+SOC 326. Medical Sociology • 3 credits**

Explores areas and issues associated with health and health care delivery in the U.S. Topics covered include: epidemiology and social demography of health, disease, mortality, and morbidity, physical-patient relationships, structure of health care, relationships among health care providers, and physician socialization. Prerequisites: SOC 101 or 120.

**SOC 331. Social Gerontology • 3 credits**

Explores social aspects of aging and the nature of the aging experience as it is shaped by the social context in which it occurs. A review of the historical, philosophic and demographic aspects of aging, theories of social gerontology, cross-cultural perspectives on aging, retirement and economics, and death and dying. Prerequisites: SOC 230.

**SOC 336. Death and Dying • 3 credits**

Trends and patterns in death and dying including historical perspectives, death in popular culture, demography of death, medical technology and dying, dying patient's perspective, and ethical dilemmas of death and dying. Prerequisites: SOC 101.

**+SOC 340. Race and Ethnicity • 3 credits**

Intensive examination of the history and evolution of human diversity, including the development of concepts of race and ethnicity. The history and concerns of special populations such as Native Americans, African Americans, Hispanic peoples, and Asian peoples are examined. Prerequisites: SOC 101.

**SOC 342. Drugs and Society • 3 credits**

Theories of use and addiction; social and social psychological correlates of use and abuse; examination of effects of alcohol, heroin, cocaine and other substances on the individual and on various social institutions; program evaluation. Prerequisites: SOC 101.

**+SOC 350. Environmental Justice • 3 credits**

The sociological perspective will analyze racial and socioeconomic disparities related to environmental hazards. Topics covered include: the significance of the environmental justice movement, theories and methods used to understand if and why environmental injustices exist, and the response to environmental justice issues by communities, non-profits, the government, and corporations.

**+SOC 356. Sociology of Religion • 3 credits**

Presents views from numerous sociological perspectives with special emphasis on the social psychological aspects of the individual and society and the relationships to religion as a social institution. Presents religion's influence on society, which

legitimizes some existing social and economic arrangements.  
Prerequisites: SOC 101.

**+SOC 360. Science, Technology, and Society • 3 credits**

A critical examination of the historical, philosophical, practical, and larger systemic interrelationships between technology, science, and social organization.

**SOC 364. Social Welfare Policy • 3 credits**

Concept and functions of social policy, processes of policy analysis, and explanation of interrelationships of social policy, social problems and social welfare. Prerequisites: SOC 101 or 120.

**+WI-SOC 365. Social Stratification and Inequality • 3 credits**

How societies rank people by class, status, age, sex, race, and power. Emphasis on both theoretical and empirical studies. Prerequisites: SOC 101; ENGL 101, with a minimum grade of C.

**+SOC 370. Social Change • 3 credits**

How and why societies change over time. Includes theories of social change and the study of modernization and international development. Special focus on the influence of science and technology. Also current events on the international scene. Prerequisites: SOC 101.

**+SOC 375. Conflict Resolution • 3 credits**

In-depth analysis of the social dynamics and dimensions of conflict and the ways in which conflict can be channeled into productive and positive opportunities for change. Covers individual, group, organizational, and global examples. Includes training in the Harvard Model of Conflict Resolution. Prerequisites: SOC 101.

**SOC 380. Special Topics in Sociology • 3 credits**

This is an upper-level course that offers the Sociology Department and individual faculty members the opportunity to explore areas not otherwise covered in the curriculum. It is important because it allows us to explore the viability of courses that are part of many sociology curricula but which we do not at this time offer. Topics for future exploration might include the Sociology of Work and Environmental Sociology. Student learning outcomes will be determined by the individual instructor in consideration with the departmental mission and goals. Prerequisites: SOC 101; instructor consent required.

**SOC 384, 386. Field Experience • 3–6 credits**

Guided experience in local agencies. Prerequisites: SOC 101; junior status; instructor consent required.

**SOC 399. Independent Study • 3 credits**

Directed individual reading, research and/or writing on topics approved by the department. Prerequisites: Instructor consent required.

**SOC 405. Senior Thesis in Gerontology • 3 credits**

Capstone course to develop a final paper aimed at integrating specific gerontology coursework and practicum experience with major and career goals. The thesis will be read by the Gerontology director and one other faculty member relevant to the student's major or a practicing gerontologist in the student's intended career area. Prerequisites: SOC 230; instructor consent required.

**WI-SOC 407. Seminar in Sociology • 3 credits**

This is a capstone seminar that focuses on the analysis and evaluation of current practice in sociology. Prerequisites: Senior status or instructor permission; ENGL 101, with a minimum grade of C.

**SOC/CRJU 430. Statistics for Sociology and Criminal Justice • 3 credits**

This course is structured to introduce undergraduate sociology and criminal justice majors and graduate students in criminal justice to the methods and procedures used in the social sciences to explore and explain phenomenon relating to the study of crime and criminal justice. Students will be introduced to the scientific method, hypothesis testing, descriptive and inferential statistics, sampling, experimental and quasi-experimental, and survey designs. Prerequisites: SOC 301 for Sociology majors; CRJU 400 for Criminal Justice majors or Graduate standing

**SOC/CRJU 431. Research Methods in Sociology and Criminal Justice • 3 credits**

This course is designed to introduce undergraduate and graduate sociology and criminal justice majors to the social science methodology used to explore and explain the phenomenon of social problems, especially crime and criminal justice. The scientific method, research design and implementation, sampling experimental and quasi experimental and survey designs will be explored.

## Spanish

**+SPAN 101. First Semester Spanish • 3 credits**

Acquaints the student with Spanish through experience in the five language skills of understanding, speaking, reading, writing and culture.

**+SPAN 102. Second Semester Spanish • 3 credits**

Continuation of SPAN 101. Prerequisites: SPAN 101 or equivalent score on placement exam.

**+SPAN 103. Accelerated Beginning Spanish • 5 credits**

Combines the course content of the first two semesters of basic Spanish (101, 102) in one semester of intensive study. This course acquaints students with the basic language skills of understanding, speaking, reading and writing of simple non-literary Spanish prose on high-frequency topics. Learning and language practice occurs in the context of geographical and cultural topics of interest in the Spanish-speaking world. Appropriate score on the placement exam or permission from department.

**SPAN 201. Intermediate Spanish • 3 credits**

Review and expansion of Spanish grammar, vocabulary and communication skills, especially through speaking and writing. Hispanic cultures and forms of cultural expression are emphasized. Prerequisites: SPAN 102 or 103 or appropriate score on the placement test.

**+SPAN 202. Readings in Spanish • 3 credits**

Readings and discussion in Spanish of a variety of texts, genres and themes. Designed primarily to develop literacy in Spanish with emphasis on reading comprehension, discussion, and enjoyment, rather than literary criticism. Prerequisites: SPAN 201 or equivalent score on placement exam.

**SPAN 203 Spanish for the Professions • 3 credits**

This course provides an introduction to Spanish in a professional field such as business, law/law enforcement, medical, education or social services. Focus of course will vary according to need/demand. Regardless of the professional focus during a given semester, major topics to be covered include: the importance of bilingualism in the U.S., strategies for lifelong learning, culture considerations, and the functional use of Spanish in a professional context. Prerequisites: SPAN 201 or equivalent.

**+SPAN 311. Advanced Spanish Grammar • 3 credits**

This course reviews essential grammatical concepts from the present indicative to the pluperfect subjunctive in Spanish. In addition to reviewing and learning new verb tenses, and analyzing the uses of the indicative and subjunctive moods, students will also be introduced to advanced uses of infinitive verbs, *ser* and *estar*, common idiomatic expressions used in a variety of Spanish speaking countries, among other grammar topics. By taking this course, students will have the opportunity to increase their vocabulary through brief texts, writing assignments, and vocabulary exercises. Some basic topics in linguistics will also be covered. Prerequisites: SPAN 202 or equivalent.

**SPAN 312. Spanish Abroad • 1-5 credits**

Coursework taken abroad primarily in oral Spanish or Spanish conversation; may include some composition and/or grammar work at the intermediate or advanced level. Prerequisites: SPAN 202 or equivalent.

**+WI-SPAN 313. Writing in Spanish • 3 credits**

This course is all about writing in Spanish. Written assignments increase in complexity and length over the course of the semester. Written assignments incorporate the reading and understanding of texts written by native speakers, which serve as the introduction to topics for student writing and/or models of good writing. The course is designed to help students write with more accuracy, and develop a writing style, in Spanish. The course trains students in various skills related to good writing, such as: a) how to incorporate supporting documentation and references; b) the articulation of a thesis statement and supporting evidence; c) the logical organization of ideas; d) effective self and peer editing; e) the “mechanics” of a good paper in Spanish (punctuation, spelling, etc.); f) modeling vs.

plagiarizing the work of others; and g) translation in writing. Prerequisites: SPAN 311.

**SPAN 314. Introduction to Hispanic Cultural Studies • 3 credits**

An introduction to Hispanic culture through the study of different artistic and cultural manifestations such as film, literature, and popular art. Focus will be on learning to interpret these works within their cultural, historical and socio-political context. Prerequisites: SPAN 202 or equivalent.

**SPAN 315. Second Language Acquisition • 3 credits**

This course reviews a variety of Spanish grammar concepts including *ser* and *estar*, direct and indirect object pronouns, the preterit and imperfect indicative, and the present subjunctive. In addition to reviewing grammar, students and future teachers will learn how to identify and address difficult acquisition problems that face second language learners of Spanish. Throughout the course, students will also observe and teach classes, design rubrics, create lesson plans, and analyze second language acquisition data. Prerequisites/Corequisites: SPAN 311.

**SPAN 316. Introduction to Hispanic Film Studies • 3 credits**

An introduction to the national cinemas of Latin America and Spain, as well as to the analysis of film production. A review of the cinematic production of these countries focusing on the historical, political and cultural background in which they take place. Prerequisites: SPAN 311, 313.

**SPAN 320. Spain • 3 credits**

A survey of Spanish culture(s) from its beginnings to the present. Usually taken abroad. Prerequisites: SPAN 202.

**SPAN 321. Latin America • 3 credits**

A survey Latin America culture(s) from the Pre-Columbian period to the present. Usually taken abroad. Prerequisites: SPAN 202.

**SPAN 325. Introduction to Hispanic Linguistics • 3 credits**

An introduction to a variety of areas in Hispanic Linguistics including sounds and pronunciation (phonetics and phonology), sentence structure (syntax), word formation (morphology), and dialectal differences between numerous Spanish speaking regions in Spain, the Americas, and the United States. This course also introduces theoretical linguistic models such as Chomsky’s Universal Grammar and some history of the Spanish language.

**WI-SPAN 334. Seminar in Spanish Cinema and Media • 3 credits**

An advanced study of the cinema of Spain throughout its history with an emphasis on the production of the last decades and its incorporation into the global scene. The course will focus on the historical, cultural, social and political background that determines this production. Student writing will occur on a regular basis throughout the semester and take various forms, such as: in-class, informal responses, short papers (2 page essays and reviews), essay exams; and a final paper. Writing in this course is treated as a process; assignments will involve several

steps, such as outlines, drafts, peer and instructor editing, and revisions. Prerequisites: SPAN 316; ENGL 101, with a minimum grade of C.

**SPAN 336. Cuban Revolution in Literature and Film • 3 credits**

This course seeks to ground students' understanding of contemporary Cuba within a global context. Students will examine the limits and possibilities of "liberation" within the Castro revolution and the Cuban exile communities. Students will explore how cultural texts (written, visual, oral) reproduce or subvert traditional paradigms of gender, race and class in the Cuban context. This course also explores more global questions, such as: How do those outside of the island imagine Cuba and why? What are the realities? Prerequisites: SPAN 311, 313, 314.

**SPAN 350. Special Topics in Hispanic Linguistics • 3 credits**

This course offers students the opportunity to explore a wide variety of advanced topics in Hispanic linguistics, such as structure of Spanish, Spanish phonetics, History of the Spanish language, or Dialectology. Provides an in-depth look at syntactic, phonetic, historical, or dialectal issues from theoretical and practical perspectives. Students taking this course will have the opportunity to participate in, and comment on, complex discussions and articles relevant to Hispanic linguistics. Prerequisites: SPAN 311, 325; instructor consent required.

**SPAN 360. Special Topics in Hispanic Cultural Studies • 3 credits**

This course explores Hispanic cultural representations --visual, written, oral, etc. -- in the context of the world in which they are produced and consumed. The course explores how cultural texts (such as film, literature, music, art, graffiti, and/or media). 1) create and embody meaning and values, and 2) symbolize, depict or portray objects, people, thoughts, beliefs or emotions. Topics, on specific region(s) or issue(s) of the Spanish-speaking world, will vary. May be repeated when topic is different. Prerequisites: SPAN 311, 313, 314.

**SPAN 400. Capstone • 3 credits**

A required course for Spanish majors to be taken during the final year of study. This course is an independent study for which students create a portfolio of their studies in Spanish and design and complete a final project with the guidance of their advisor in the department. Prerequisites: Instructor consent required.

## Special Education

**SPED 310. Inclusion Strategies for Students with Special Needs • 3 credits**

The inclusion of all learners in the general education classroom involves accommodating students who may be at-risk, talented and gifted or have disabilities. This course addresses, at an introductory level, characteristics of these learners; techniques and strategies for accommodating them in the general education classroom; and the communication skills needed to collaborate with parents, teachers, and specialists. Legal components are also discussed. Field hours or concurrent enrollment in a

methods course are required. Prerequisites: EDUC 205 or 207; EDUC 284; Admission to Teacher Education Program.

**SPED 311. Foundations of Special Education • 2 credits**

A review of the historical and philosophical development of the field of special education as it relates to principles, issues, and trends for the education of individuals with mild/moderate disabilities is the focus of this course. Accompanying legislation and legal aspects are discussed along with relevant ethical, professional, and multicultural issues. Prerequisites: EDUC 205 or 207; EDUC 284; Admission to Teacher Education Program. Corequisites: SPED 312.

**SPED 312. Characteristics of Learners with Mild Moderate Disabilities • 2 credits**

The definitions and etiologies of learning disabilities, mental disabilities, and behavior disorders of students at the mild and moderate levels are discussed. Developmental, functional, academic, psychological, social-emotional, and career characteristics of students with disabilities are considered in determining appropriate educational programming, necessary supports, and related services. Requires field hours. Prerequisites: EDUC 205 or 207; EDUC 284; Admission to Teacher Education Program. Corequisites: SPED 311.

**SPED 313. Collaboration with Families and Professional • 3 credits**

The collaborative and consultative role of the special education teacher is discussed in relation to working with families of students with special needs, general education classroom teachers, paraeducators, other support service personnel, and community agencies. Tools such as effective communication skills, problem solving strategies, and conflict resolution will be emphasized. Legal issues including parental rights will be included. Models for collaborative teaching in the general education classroom are discussed along with the roles of specific members of the multidisciplinary team. Prerequisites: EDUC 205 or 207; SPED 312 or ECE 365; Admission to Teacher Education Program.

**SPED 314. Managing Behavior and Social Integration Skills • 3 credits**

Theories of behavior problems of students with special needs are reviewed along with classroom behavior management methods, behavior change strategies, and attention maintenance techniques. Appropriate participation for the students in family, school, and community activities is emphasized through the design and evaluation of instructional programs including behavior intervention plans and social skills training programs. Requires field hours. Prerequisites: Take 2 groups: EDUC 205 or 207; or SPED 311 and 312; or EDUC 284; Admission to Teacher Education program.

**SPED 410. Behavior Intervention Techniques • 2 credits**

This course is intended to provide professionals with strategies for intervening with behaviors in school and community settings. Behavior management techniques including reinforcement theory, scheduling models, observation techniques as well as precision teaching strategies will be

explored. Prerequisites: SPED 310; Admission to Teacher Education program.

**SPED 411. Assessment in Special Education • 3 credits**

The unbiased use of psychometric instruments and instructional assessment for individuals with mild and moderate learning disabilities, mental disabilities, and behavior disorders is viewed based upon legal provisions and guidelines. Basic and specific terminology is considered. Results from formal and informal assessments are interpreted. Prerequisites: EDUC 309; SPED 311, 312; EDUC 205 or 207.

**SPED 416. Curriculum: Content and Materials for Learners with Mild/Moderate Disabilities • 3 credits**

Sources and specific curriculum for the development of cognitive academic, social, language, and functional life skills for individuals with mild and moderate learning disabilities, mental disabilities, and behavior disorders will be reviewed along with the components of the IEP. Methods for accommodation and adaptation of the general education curriculum will be emphasized. Transition needs across age and ability levels are considered. Prerequisites: EDUC 205 or 207; SPED 311, 312; EDUC 284; Admission to Teacher Education program.

**SPED 417. Methods for Teaching Elementary Learners with Mild/Moderate Disabilities • 3 credits**

Effective teaching methods, techniques, and strategies for students with mild and moderate learning disabilities, mental disabilities, and behavior disorders are reviewed. Considerations include age-appropriate and ability-level instructional student needs. Models for providing instruction both in and outside of the general education classroom environment will be covered, along with students transition needs. Requires field hours. Prerequisites: EDUC 205 or 207; EDUC 284; SPED 311, 312.

**SPED 418. Student Teaching: Special Education in the Elementary School • 7–8 credits**

Student teaching will take place in a mild/moderate special education program. Prerequisites: Admission to Teacher Education program; senior standing; all requirements in elementary education and special education endorsement; recommendation of Elementary Education Department Chair.

## Statistics

**+STAT 213. Applied Statistical Reasoning for the Sciences • 3 credits**

Cross-disciplinary course on how and why scientists use statistics to describe and interpret information they gather. Topics include descriptive statistics and basic inferential statistics. Prerequisites: Introductory course in major; MATH 171 or passing grade on screening test.

**STAT/MATH 300. Modern Probability and Statistics I • 3 credits**

A modern introduction to the scientific application of mathematical principles to the collection, analysis, and

presentation of numerical data. Probability concepts, models, and applications; point/interval estimation and statistical inference through parametric, nonparametric, and simulation/randomization methods; maximum likelihood; Bayesian methods. Calculus-based supplements for majors in mathematics and secondary mathematics educations. Corequisites: MATH 191 or equivalent math placement.

**STAT/MATH 301. Statistical Modeling • 3 credits**

The development, application, and evaluation of statistical models to analyze data for decision-making. Univariate and multivariate general linear models (ANOVA, ANCOVA, MANOVA, linear regression), generalized linear models (logistic and Poisson regression), and nonlinear models. The course focuses on experimental design and model estimation (including robust and randomization-based methods), fit, and interpretation. Students are also introduced to multivariate techniques, including multidimensional scaling, principal components analysis, cluster analysis, and structural equation modeling. Prerequisites: a previous statistics course, including MATH 300 or STAT 213 that introduces statistical inference.

**STAT/MATH 305. Modern Data Analysis • 3 credits**

Topics in statistical analysis of data. Collecting coding, validating data; exploratory data analysis effective quantitative displays; survey/experimental design and sampling; power and error rates; measurement theory; introduction to multivariate statistics. Prerequisites: MATH 300, STAT 213 or STAT 300.

## Statistics for Business & Economics

**+STBE 137. Quantitative Reasoning in Business • 3 credits**

This course provides students the opportunity to develop quantitative insights and skills relevant to success in the study and practice of Accounting, Economics, Finance, International Management, Management and Marketing. Key topics include the role of functions, linear systems, optimization, and scenario analysis in business. Students will develop skills in the visual display, written expression and oral presentation of analytic findings in a business setting. Prerequisites: MATH 099 or ACT Mathematics score of 22.

**STBE 237. Statistics for Business and Economics • 3 credits**

Principles and applications of descriptive and inferential statistics. Topics covered are data summarization, measures of central tendency, measures of dispersion, fundamental principles of probability, discrete and continuous probability distributions, calculations of “z” and “t” scores, confidence intervals, hypothesis testing, ANOVA, correlation and regression, non-parametric statistics, statistical process control and decision theory. Prerequisites: STBE 137/MATH 191; ECON 201.

**STBE 333. Operations Management • 3 credits**

This course is an introduction to the concepts and methods for planning, routing, scheduling, and controlling operations in both manufacturing and service industries. Topics include the concept of competitiveness, use of technology, process measurement, quality, forecasting, waiting lines, human resources issues,



project management, supply chain management, just-in-time (JIT) systems, planning, scheduling, and inventory systems.

## Service Learning

### **SVLN 201. Service Learning • 1 credit**

Offers students an opportunity to apply their academic learning in a community service setting. The one credit is tied specifically to an academic course taken during the semester. Students must complete 25 hours of service, participate in regular class reflection periods, and complete a final project. One credit course may be taken up to three times for a total 3 credits. Pass/No pass grade. The volunteer service is determined by the student from a list approved by the course instructor and SVLN coordinator. Prerequisites: Specific course prerequisites and corequisites are determined by participating academic departments. Contact the service learning coordinator for details and registration.

## Theatre

### **+THTR 105. Beginning Acting: Voice and Body for Non-Majors • 3 credits**

This course is designed to develop an individual's self-confidence through stage action techniques of relaxation and memorization, vocal and physical exercises tested in monologues and short scenes.

### **THTR 115. First Year Theatre Experience • 1 credit**

Open to everyone interested in theatre; this course serves as an introduction to the department and provides an in depth look at the inner workings of a theatrical production from start to finish.

### **+THTR 202. Survey of the Theatre • 3 credits**

This survey course introduces the student to the theory, terminology and concepts involved in the theatre including fundamental classification of plays, function of various production roles, and principles and theory of drama.

### **+THTR 205. Acting for the Theatre • 3 credits**

Designed to develop the student's basic acting skills and prepare them for future dramatic roles through physical and vocal exercises, monologues and scenes study. Suggested Prerequisites: Majoring or minoring in Theatre, or some previous acting experience.

### **+THTR 206. Movement for Actors I • 3 credits**

This course aims to provide the student with a greater awareness of their own physicality, bolder choices in developing characters, and a greater ability to express and communicate in their roles both on and off-stage. Ensemble work/creation is a large focus of this course.

### **+THTR 207. Movement for Actors II • 3 credits**

This course aims to provide the student with a greater awareness of their own physicality, bolder choices in developing characters, and a greater ability to express and communicate in

their roles both on and off-stage. Mask/clown work is a large focus of this course.

### **+THTR 209. Stagecraft • 3 credits**

Planning, construction, painting, rigging and lighting of scenery. Basic technique course. Shop participation required.

### **+WI-THTR 210. Survey of American Film • 3 credits**

Introduction to narrative fiction film as art and entertainment in the American social context. Aesthetic principles applied to film genres from the silent era to modern color/sound productions.

### **THTR 215. Introduction to Design in Theatre • 3 credits**

To introduce the student to the fundamental elements and principles of design and how they apply to the theatre experience of scenery, costume, lighting, and sound design.

### **+WI-THTR 218. Introduction to Script Analysis • 3 credits**

Through the use of theatrical literature, students will learn how to get more from reading a script so that they can better tell the story. Understanding of scripts will be enhanced as students explore specific techniques that allow them to decipher inciting events, main events, hot circumstances, calls to action, and all the particulars that make storytelling powerful and clear. Prerequisites: ENGL 101, with a minimum grade of C.

### **THTR 220. Topics in Theatre • 1–3 credits**

Topic varies each semester. Depending on topic, explores critical and literary aspects of theatre, new forms of drama and performance, technical and design break through and applications techniques. Recommended: THTR 202.

### **THTR 240. Dance Fundamentals for the Stage • 3 credits**

Designed to train students in the fundamentals of ballet, tap and jazz as related to theatrical movement and musical theatre. Students will gain expertise and put into practice the art of auditioning and performance in the area of dance in musical theatre.

### **+THTR 304. Theatre History I: to 1642 • 3 credits**

Deals with the global beginnings of theatre, incorporating pertinent information from cultures around the world while concentrating on the historical flow of western theatre from the Greeks through the Elizabethan Age.

### **+THTR 305. Theatre History II: 1642 to Present • 3 credits**

Factual knowledge of theatre history from 1642 to the present. Aids in viewing theatre as a mirror of society and affords a better understanding of the cultures that surrounded and shaped the different theatrical movements and trends.

### **+THTR 307. Advanced Acting • 3 credits**

“This course builds upon the foundation of actor training established in THTR 205 as well as introduces an actor approach to heightened language and texts. This course will also help prepare students for the professional world of acting and auditioning. Prerequisites: THTR 205 or permission of instructor.

**THTR 309. Costume Design for the Theatre • 0-1 credits**

Acquaints the student with the knowledge and methods to organize, plan and design costumes for a theatre production. Students are given the basic methods of costume cutting and construction and are provided with an understanding of costume history. Prerequisites: THTR 202.

**THTR 312. Directing • 3 credits**

Basic principles of directing theory and technique. Includes play selection, interpreting script, tryouts, casting rehearsal, and performances. Prerequisites: THTR 202, 205.

**THTR 313. Stage Lighting • 3 credits**

This course will familiarize the student with the knowledge and abilities to organize and execute a lighting design for a production. We will be looking at combining the equipment with aesthetic sensibilities to create an atmosphere appropriate for the production. Prerequisites: THTR 209.

**THTR 314. Scenic Design for Stage • 3 credits**

Production design from concept to execution. Prerequisites: THTR 209.

**+WI-THTR 315. Survey of Classic Dramatic Literature • 3 credits**

Survey of classic dramatic literature from fifth century B.C. to 1900. Prerequisites: ENGL 101, with a minimum grade of C.

**+WI-THTR 316. Survey of Current Dramatic Literature • 3 credits**

Survey of dramatic literature written from 1950 to the present. Prerequisites: ENGL 101, with a minimum grade of C.

**THTR 317/ MUS 317. Musical Theatre • 3 credits**

A cross-discipline course providing musical background for theatre majors and theatrical background for music majors. This course explores areas common to both disciplines and enables students to share strengths. This course also helps students develop basic and more advanced skills in the performance and knowledge of musical theatre.

**+WI-THTR 318. Introduction to Script Analysis • 3 credits**

Through the use of theatrical literature, students will learn how to get more from reading a script so that they can better tell the story. Understanding of scripts will be enhanced as students explore specific techniques that allow them to decipher inciting events, main events, hot circumstances, calls to action, and all the particulars that make storytelling powerful and clear. Prerequisites: ENGL 101, with a minimum grade of C.

**THTR 320. Topics in Theatre • 1–3 credits**

Topic varies each semester. Depending on topic, explores critical and literary aspects of theatre, new forms of drama and performance, technical and design break through, and applications techniques. Instructor permission required.

**+THTR 321. Topics in Theatre with General Education Status • 1–3 credits**

Topic varies each semester. Depending on topic, explores critical and literary aspects of theatre, new forms of drama and performance, technical and design break through, and applications techniques. Places the topic in a historical context and explores its cross-disciplinary status and possibilities.

**THTR 380. Junior Seminar • 1 credit**

This course is designed to prepare the students exit portfolio. Including resume, examples of progression of work, evidence wide range of participation in department's productions. Instructor permission required.

**+THTR 385/ ENGL 360. Theatre in London and the UK • 3 credits**

A cross-discipline course focusing primarily on the theatre of London, past and present with possible forays into the United Kingdom as a whole. This course is designed to meet throughout the semester and culminate in a two week trip abroad where fine arts history will be explored through plays, museums, tours, master classes, lectures and discussions.

**+THTR 390. Theatre Practicum • 0–3 credits**

Academic credit for significant participation in a college theatre production as a member of the acting ensemble, design team or technical crew leadership. May be repeated up to 3 times for a total of no more than 3 credits. Prerequisites: Instructor's consent required.

**THTR 392, 393. Independent Study in Theatre • 1–3 credits**

Research and paper, or practical exercise, such as design and execution of design for a major production.

**THTR 399. Internship in Theatre • 1–5 credits**

Work experience with professional supervision in one or several facets of theatre, including management, set design and construction, production-direction, acting, costuming, advertising, and public relations. Pass/No Pass course.

**THTR 480. Senior Seminar • 1 credit**

This course is designed to prepare the students exit portfolio. Including resume, examples of progression of work, evidence wide range of participation in department's productions. Prerequisites: Senior status Theatre or Secondary Speech and Theatre Teaching major, or permission of instructor.

## Theology

**+THEO 101. Introduction to Theology and Religion • 3 credits**

An overview of theology including some fundamental issues and methods in biblical, historical, systematic and moral theology. The course explores issues in Christian theology such as revelation and faith, the role of the Bible in theology, Jesus Christ and the Church. Examines the nature of religion and religious experiences.

**+THEO 107. Introduction to the Sacraments • 3 credits**

The life of the Church as expressed in ritual worship is treated from the historical, theological, and pastoral view-points. It encompasses the Church's discipline for the celebration of the seven sacraments as well as the sources and interpretation of sign and symbol within the sacramental system.

**+THEO 110. Introduction to Moral Issues • 3 credits**

Includes theories of moral development, basic principles of moral theology and discussion of current moral issues.

**+THEO 120. Introduction to Christian Faith • 3 credits**

This course provides an introduction to the methods and content of systematic theology, that division of theology that has to do with doctrine and its significance for Christian life. We will explore central teachings of Christianity, how they have developed, and how they are being discussed today.

**+THEO 125. Racial Justice and the Christian Faith • 3 credits**

This course will consider the Christian religion from the perspective of races typically underrepresented in Christian theology. We will consider the history of racism and colonialism/imperialism in Christianity, especially in the U.S. context.

**+THEO 130. Introduction to the Old Testament • 3 credits**

Interpretation of Hebrew and Septuagint Old Testament, attempting to understand what the ancient writers intended to convey. Emphasis on various authors appearing in Old Testament.

**+THEO 132. Introduction to the New Testament • 3 credits**

Introduction to principles of interpretation of New Testament and survey of themes and theologies of New Testament books.

**+THEO 141. Ambrose of Milan • 3 credits**

St. Ambrose of Milan, our patron saint, is the great paragon of the Catholic Intellectual Tradition and the Liberal Arts. He was a theologian, orator, diplomat, administrator, interpreter, composer, writer, and designer. He stood up to five emperors, one tyrant, and numerous errors; he gave his vast wealth to the church and the church's wealth to the poor. In this class we will examine the man, the church, the times, and explore ways that his influence can still be felt, or his teachings tapped, in order to make better sense of our lives, our culture, our university, our society, our church, and our God.

**+THEO 160. Topics in Theology • 3 credits**

Entry level introduction to theological inquiry on a specific topic. Each section will vary, depending on topic, and will employ readings, discussions, assignments, reflection papers, and a researched presentation.

**+THEO 165. Reconciliation and Peacebuilding • 3 credits**

This course is an exploration of what it means when Christians speak of the concepts of forgiveness and reconciliation. Although the Gospels indicate the importance of forgiveness in daily life, especially in challenging situations. This course explores forgiveness and reconciliation using both theological

and psychological research on the efficacy, need and implementation of these concepts. We will examine case studies of personal and social situation in which forgiveness and reconciliation are needed, offered, or resisted.

**+THEO 250. Introduction to Comparative Religions • 3 credits**

Introduction to five major religions of the world, their cultural/social foundations, spirituality, and contemporary ritual celebrations. Concentration on Buddhism, Judaism, early Christianity, Islam, and Hinduism.

**+THEO 255. Religion in America • 3 credits**

Through a consideration and analysis of the religious history and the unique experiences of the various churches, religious sects, and religious, spiritual and philosophical movements within the United States, this course explores the unique character of the American religious experience and examines America's pluralistic religious tradition. Special attention will be given to current religious issues in America.

**+THEO 275. Introduction to Judaism • 3 credits**

Examines perspectives on Jewish life, thought, and society. Topics may include Jewish theology, worship, writings, personages and the fundamentals of Judaism.

**+THEO 301. Prayer and Spirituality • 3 credits**

The course is designed to assist serious students in the understanding and growth of their personal experience and relationship with God (Higher Power) through study, reflection, prayer experiences, disciplined spiritual tools and an analysis of prayer, meditation and contemplation contained within the history of the Western and Eastern Christian spiritual traditions.

**+THEO 302. Christian Liturgical Theology and Eucharist • 3 credits**

Course is designed to expand Christian Sacramental theology to include a detailed analysis and knowledge of liturgical practices throughout the centuries and a greater knowledge of Eucharistic theology outlined in Vat. II Documents, "Constitution on the Sacred Liturgy," and "The Church." Prerequisites: THEO 107.

**+THEO 303. Suffering, Compassion, and Healing: Theology and Spirituality for Healthcare Workers • 3 credits**

We live in a world in which human achievements and prosperity are juxtaposed with extreme suffering and despair. Suffering is a practical, pastoral problem for healthcare providers, and it is a theological problem, as suffering continues to exist in spite of claims about Divine benevolence. This course examines the experiences of suffering, compassion and healing in light of Christian faith, spirituality and theology. Special attention is paid to topics such as healthcare as ministry, consideration of the difference between healing and cure, the concept of virtue, especially the virtue of compassion and the role it plays in life of professional healthcare workers. Prerequisites: A 100 level course in theology or philosophy.

**+THEO 304. Reconciliation and Peacebuilding in Northern Ireland • 3 credits**

This course introduces the student to basic theories of conflict resolution, restorative justice, reconciliation and the process of forgiveness by applying them to the Northern Ireland peace process.

**THEO 305. The Theology of Christian Marriage • 3 credits**

Examines the fundamental factors governing the contemporary experience of married life. Deals with principles and beliefs which enhance Christian understanding of covenant love as celebrated in the Christian/Catholic sacrament of marriage. Prerequisites: A 100 level course in theology.

**+THEO 306. Music and Liturgy • 3 credits**

The course in Liturgical Music prepares students for pastoral leadership in the musical dimensions of worship. The program draws together foundational study of the liturgy, thorough study of music's role in ritual, training in musical performance skills at a higher level of competence, and development of pastoral-music leadership skills necessary for parish liturgical musicians. Prerequisites: THEO 101, 120, 107, or 301.

**+THEO 310. Social Justice • 3 credits**

Church teaching on social justice over the past century since Leo XIII. Application of Catholic Social Teaching and Christian principles to contemporary issues such as discrimination, the economy, war, peace and nonviolence, and ecology. Prerequisites: A 100 level course in theology.

**+THEO 311. Environmental Ethics • 3 credits**

Discusses environmental issues, analyzes the various philosophical and theological responses, calls for an evaluation of those responses and challenges students to draw their own critical conclusions. Prerequisites: A 100 level course in theology. (*Same as PHIL 311*)

**+THEO 316. Justice and Peace in Comparative Religions • 3 credits**

Compares the Catholic/Christian moral tradition with the other Western religions of Judaism and Islam and the Eastern religions of Hinduism and Buddhism. Focuses on peace and justice teachings as they relate to current global issues, interreligious dialogue and concerns for social justice. Prerequisites: A 100 or 200 level course in theology.

**+WI-THEO 319. Bioethics and Health Care • 3 credits**

Study of the relationship between science, religion, health care and ethics today. Analysis of ethical principles, case studies, and current events from the perspective of Catholic moral theology, Christian ethics, and Catholic health care institutions. Issues include beginning and end of life, genetic engineering and health care systems from a social justice perspective. Prerequisites: A 100 level course in theology; ENGL 101, with a minimum grade of C.

**+THEO 320. Jesus Christ: His Person and Mission • 3 credits**

This course is a critical inquiry into the life, death, resurrection, message and meaning of Jesus professed as the Christ. After examination of the scriptural testimony and the teaching of the

early councils, focus will be on recent interpretation of Jesus Christ. Prerequisites: A 100 or 200 level course in theology or philosophy or at least 60 college-level credits.

**+WI-THEO 321. Theologies of Liberation • 3 credits**

This course will include examples from current movements in theologians of liberation and many include Latin American, Black, feminist, GLBT, post-colonial, and disability theologies. It will focus on how contemporary theology both grows out of and challenges the Christian theological tradition. Prerequisites: A 100 or 200 level course in theology or philosophy; ENGL 101, with a minimum grade of C.

**+WI-THEO 322. The Church: Its Meaning and Mission • 3 credits**

This course will discuss the history of what it means to be called "Church." Students will read and discuss works of moderns Christian theology that address questions about the identity and mission of the church as well as issues that are arising in the current life of the Christian communities. Prerequisites: A 100 or 200 level course in theology or at least 60 college credits; ENGL 101, with a minimum grade of C.

**+WI-THEO 323. Problems of Faith • 3 credits**

Examination of the human being as the perceiver of God. Takes into account the question of doubt and the historical and cultural development of the person as one open to the transcendent. Prerequisites: A 100 level course in theology or a course in philosophy or humanities; ENGL 101, with a minimum grade of C.

**+THEO 324. Women Theologians • 3 credits**

Focus on selected readings from contemporary women who are recognized for their contributions in the field of Christian Theology. It will also look briefly at some women from earlier centuries of Christian history. Class conducted primarily as a seminar with emphasis on class discussion. Prerequisites: A 100 or 200 level course in theology or philosophy.

**+THEO 325. Models of God • 3 credits**

This course examines the Christian idea of God in the context of the larger human search for God as well as within the Judea-Christian faith tradition. Asks why people seek and why people reject God as well as why different ways of imaging and relating to God have developed and have become popular within Christianity. Special attention to the Christian doctrine of the Trinity as it is grounded in Scripture and found within Christian theological tradition. Prerequisites: A 100 or 200 level course in theology or philosophy; or at least 60 college level courses.

**+THEO 326. Beginnings & Endings: Christian Teaching on Creation and Eschatology • 3 credits**

This course investigates two Christian doctrines: creation and eschatology. Considers how theologians have thought about the origins of the universe and about the end of time. Prerequisites: A 100 or 200 level course in theology or philosophy.

**+WI-THEO 331. Songs, Stories, and Skepticism: Jewish Literature of the Second Temple Period • 3 credits**

Will cover the books in the third part of the canon of the Hebrew Bible/Old Testament known as the writings (ketuvim). Texts read will include apocalyptic treatises and scrolls that question the meaning and the cause of suffering and the problem of evil; stories of heroic women and the men they overthrow, and wisdom texts that skeptically question the limits of human knowledge. Prerequisites: A 100 level course in theology; ENGL 101, with a minimum grade of C.

**+THEO 332. The Gospels: Diverse Interpretations of Jesus • 3 credits**

Covers the basic content and theological agendas presented by the four evangelists on the canvas that was the historical Jesus. Course utilizes close exegesis, various hermeneutical approaches, and historical-critical principles to understand, as best as possible, the original theological intent. Class also engages in robust discussion of the relevance of such ancient texts to the modern world. Prerequisites: A 100 level course in theology.

**+THEO 333. The Letters of Paul: Theology in Context • 3 credits**

Covers the basic content of Paul's letters, with particular attention paid to the historical situation of the communities to which he wrote. Interpretations of Paul's letters are applied to pressing theological and moral issues from today's world, such as empire, gender, sexuality, marriage and the environment. Prerequisites: A 100 level course in theology.

**+THEO 334. Apocalypse: Now and Then • 3 credits**

Whether from the Mayan Calendar, the movie theater, or political rhetoric, we are bombarded by apocalyptic language and imagery. This course will examine the historical and sociological roots of apocalypticism, with particular attention paid to the book of Revelation. Does this book predict the future? How do we evaluate the legacy of apocalypticism in our world today? Prerequisites: A 100 level Theology course.

**+THEO 335. Love, Land, and Law: Torah and the Ongoing Human Experience • 3 credits**

The first five books of the Bible (*Torah* or *Pentateuch*) reveal diverse and divergent theological ideas that were developed through story and myth. By reading these texts, considering their ancient setting, and later interpretations, students will enter into a conversation - started by the Hebrews millennia ago - on the nature of the divine, the meaning of life, and the universal human experience. Prerequisites: A 100 or 200 level Theology course.

**+THEO 336. The Bible and the Arts • 3 credits**

For thousands of years, the stories and ideas developed in the Bible have captured the imaginations of artists and audiences, alike. This course will explore the ways in which artistic renderings of biblical texts and themes have not only influenced generations of artists, but have also shaped the ways in which cultures and societies read and understand the Bible. Prerequisites: One 100 or 200 level Humanities course.

**+THEO 337. The Bible and Social Justice • 3 credits**

While the ancient texts of the Bible were written under very different religious, cultural, and economic circumstances than our own, recurring biblical themes of peace, equity, and justice connect the ancient to the modern and serve as a valuable resource in ongoing struggles for a just world. This class will explore the ways in which the Bible continues to, and might, address justice issues ranging from empire to environment and gender discrimination. Prerequisites: A 100 or 200 level theology course.

**+WI-THEO 341. History of Christianity: Early and Medieval • 3 credits**

The Church and Western society in the early and medieval periods. Prerequisites: A 100 level course in theology; ENGL 101, with a minimum grade of C.

**+WI-THEO 342. History of Christianity: Reformation and Modern • 3 credits**

The Church and society from the Reformation through the modern age. Prerequisites: A 100 level course in theology; ENGL 101, with a minimum grade of C.

**+THEO 344. Rome and Christianity • 3 credits**

Requires international travel. Consists of an interpretive exploration of the city of Rome and other sites of interest in Italy with an eye toward understanding the theological development of Christianity particularly in its sacraments, liturgy, martyrology, and doctrinal hierarchy. Course notes and readings supplement the city's museums, galleries, archeological sites and public monuments as the primary educational tools. Prerequisites: A 100 level course in theology.

**+THEO 351. Introduction to Western Religious Traditions • 3 credits**

Presents three religions known as "Peoples of the Book." Judaism, Christianity, and Islam are defined as monotheistic religions. Examines four basic foundations of all three religions: Creed, basic beliefs and theological positions; Code, ethical/moral dimensions of faith; Cult, the practice of prayer, rituals, and worship, and Community, the cultural, social, geographical, religious, and spiritual dimensions unique in all ethnic populations and every religion. Prerequisites: A 100 level course in theology.

**+THEO 352. Introduction to Eastern-Asian Religious Traditions • 3 credits**

Examines oriental spiritual traditions that may be non-theistic or polytheistic in nature: Hinduism, Buddhism, Confucianism, and Taoism. Like religions of the West, Eastern religions are rooted in four basic foundations: Creed, basic doctrines and theological or philosophical/spiritual positions; Code, the ethical and moral dimensions of faith; Cult, the practice of spiritual disciplines, such as meditation, yoga, Tai Chi, prayer, rituals, and Bhakti devotion; and Community, the cultural, social, geographical, religious, and spiritual dimensions unique to these Eastern traditions. Prerequisites: A 100 level course in theology.

**+THEO 354. Introduction to Eastern Catholic and Orthodox Traditions • 3 credits**

This course is an introduction to the history, spirituality, sacramental/liturgical life of both the Eastern Christians and Orthodox Christian traditions of Western and Eastern Europe. The course focuses on the theological significance of the Ecumenical Councils, Vatican II and the history of the "Great Schism" within the Christian traditions. Prerequisites: THEO 101, 120, 250, 341 or 342.

**+THEO 355. The Holocaust • 3 credits**

Course will be an in-depth and broad study of the Jewish Holocaust and global genocide utilizing all documents, historical texts, and film to explore a wide range of Holocaust topics, issues and events.

**+THEO 360. Advanced Topics in Theology • 3 credits**

Advanced level course focused on a particular topic selected by the instructor. Each section will vary, depending on the topic, and will employ select readings, discussions, assignments, reflection papers, and a researched presentation. Prerequisites: A 100 level course in theology or THEO 250.

**THEO 390. Sharing Faith: Contemporary Catechesis • 3 credits**

Principles of faith sharing according to contemporary catechetical models and methodologies. Examination of materials, structures, and approaches suitable for people at the various stages of faith development from infancy through adulthood. Prerequisites: THEO 101; THEO 110, 201, or 202.

**THEO 399. Ministry Internship • 1-6 credits**

An off-campus experience in ministry with a strong educational component. Includes a beginning and ending six session seminar with a ten-week supervised parish apprenticeship. May be taken for a "regular" grade or pass/fail. Offered in cooperation with the Diocese of Davenport. Prerequisites: Six credits in Theology.

**+THEO 401. Christian Mystical Tradition • 3 credits**

Explores the soul's process of passing from "ordinary" prayer to contemplative and mystical life and the characteristic stages of that evolution. Presents a "Summa" of contemplative/mystical prayer treated in a few of the original sources or writings in the Christian mystical tradition. Prerequisites: THEO 301 or completed 60 college level credits.

**THEO 405. Youth Ministry Skills • 1 credit**

This series of workshops offers the student the opportunity to develop the background and skills required by most Dioceses of the Catholic Church for a parish position in Youth Ministry. Sessions include:

- Principles of Youth Ministry,
- Practices of Youth Ministry,
- Fostering the Faith Growth of Youth through Evangelization and Catechesis,
- Fostering the Faith Growth of Youth Through Justice and Service,
- Fostering the Faith Growth of Youth through Prayer and Worship,

- Fostering the Faith Growth of Youth through Pastoral Care,
- Foundations for Ministry Leadership, and
- Skills for Ministry Leadership.

Prerequisites: At least 6 credits in Theology or approval of Department Chair.

**THEO 450. Christian Contemplative Life and Mystical Theology • 3 credits**

This course explores the evolution and development of the Christian mystical traditions from the origins of Christianity to modern times. It analyzes the philosophical traditions, the development of monasticism, and traces the evolution of a Christian's spiritual life beyond beginning prayer to include acquired and infused contemplation, as well as graces of mystical prayer and experience. Prerequisites: THEO 301 or comparable course in Christian Spirituality.

**THEO 460. Readings in Theology • 3 credits**

This course is designed for students who have a particular interest in a theologian, period, or topic. Students will work independently with a relevant professor and complete all work as assigned. It is expected that the student is able to critically read and evaluate upper level texts in theology. Prerequisites: A 100 level Theology course.

**WI-THEO 499. Senior Seminar in Theology • 3 credits**

As a capstone course, Senior Seminar is an overview and integration of theological growth over the course of the student's major curriculum, emphasizing both theory and praxis. Senior majors are responsible for collaborating with the instructor in developing themes, reading schedules, research, class presentations and a final written project to be presented orally in public forum. Prerequisites: Take 12 credits of theology; Instructor consent required.

## Women and Gender Studies

**+WGS 201. Women's Studies: A Cross-Cultural Introduction to Women's Studies • 3 credits**

Provides an overview of topics and approaches that mark Women's Studies across disciplinary and cultural boundaries.

**+WGS 210. U.S. Latina Literature & Culture • 3 credits**

This course is designed to help you learn about the four largest Latin communities and their cultures in the U.S.: Mexican American, Puerto Rican, Cuban American and Dominican American. We will study these cultures specifically through women's issues and perspectives, as these intersect with socially constructed paradigms of "race", class and gender. We will explore and interpret literature, film and other forms of cultural expression by and about Latinas (Hispanic women in the U.S.). You will be asked to engage the material with an openness to potentially new ways of learning and thinking about the world, especially with regard to cultural identity, language, power and privilege. I encourage you to participate regularly in class discussions, and you are welcome to comment and ask questions to enrich your understanding of the texts and themes of the course.

**+WGS 310. Topics in Women's Studies • 3 credits**

Explores a particular issue related to women and/or gender in an interdisciplinary setting. Prerequisites: Instructor permission.

**+WGS 315. Latin American Women's Issues • 3 credits**

Explores the challenges and the opportunities faced by Latin American women of the past and present. Prerequisites: Sophomore status or completion of WGS 201.

**+WGS 320. Women in Irish Film • 3 credits**

Explores representations of Irish Women in film and their roles in Irish culture in relation to issues of morality and justice. Examines constructions of film, the Irish film industry, and the influence of Irish politics on Irish film making, as well as these topics create specific conditions of possibility for Irish women.

**WGS 325. Feminist Theory • 3 credits**

Provides an in-depth study of contemporary feminist theories that have invigorated much contemporary critical theory. Prerequisites: WGS 201 or instructor permission.

**+WGS 330. Women's Studies Practicum • 3 credits**

Provides opportunities to analyze and critique systems of inequality, linking feminist theories to community practice. Work with a local agency serving the needs of women will take place in the context of readings, discussion, and critical reflection. Prerequisites: WGS 201, WGS 325, or instructor permission.

**+WGS 340. Women and Madness • 3 credits**

Explores the role of culture and politics in defining and treating "mental illness" especially as it has marginalized or oppressed passionate, unconventional, and disobedient women of the past and present.

**WGS 350. Independent Study • 1–3 credits**

Directed individual reading, research and/or writing on topics approved by the Women's Studies Advisory Committee. Prerequisites: Instructor consent required.

**WI-WGS 390. Women's Studies Minor Seminar • 3 credits**

Provides an opportunity for scholarly research and writing in an interdisciplinary setting. Prerequisites: ENGL 101, with a minimum grade of C; WGS 201; and six credits of course work in the minor.

**WI-WGS 405. Women's Studies Major Seminar • 3 credits**

Provides Women's Studies majors with a capstone experience consisting of sustained research and writing in an interdisciplinary setting. Prerequisites: ENGL 101, with a minimum grade of C; WGS 201, 325; and 9 additional credits in major, or permission of instructor.

## Graduate Program Requirements

### Master of Accounting

#### College of Business

With the ever-changing environment in business due to technological advances, environmental changes, international competition, as well as government and tax regulation, today's accountant must be prepared to meet the challenges of clients and other professionals. In order to be successful in this environment, the accountant needs to be professionally oriented, socially conscious, and academically prepared. The Master of Accounting program prepares individuals for professional careers and ultimately for leadership positions in today's business world. In addition, in many states, those desiring to become certified as a Certified Public Accountant (CPA) must have 150 hours of college education. A natural extension in the pursuit of this requirement is, and will continue to be, graduate education in the field of accounting.

#### Master of Accounting Program

The Master of Accounting program (MAcc), nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP), is an interdisciplinary program. The 30-hour MAcc degree has the flexibility to accommodate students with a variety of educational backgrounds and career objectives. Furthermore, students have the choice of taking nine to fifteen of the graduate credit hours required for the MAcc degree in the MBA or other graduate programs. Student have the option to earn their degree in either an accelerated, a one-year, or a part-time two-year format, all with convenient day and evening class times.

#### Admission Requirements

Individuals with a bachelor's degree in any field from an accredited institution may apply to the Master of Accounting program.

- Those with undergraduate accounting degrees have fulfilled all prerequisites. Those with other undergraduate degrees must fulfill prerequisite requirements.
- Official transcripts from each undergraduate and graduate school attended must be sent to the College of Business Graduate Office.
- Candidates for the MAcc program must submit an official score from the Graduate Management Admissions Test (GMAT). No GMAT score older than five (5) years is accepted. Students planning to complete the program in one year or less must receive an acceptable score on the GMAT before their first semester of enrollment.
- The candidate must achieve a minimum score of 1100 on the admission formula (calculated by multiplying the undergraduate grade point average by 200 and adding the GMAT score) to be fully admitted to the Master of Accounting program.
- If the applicant has an overall GPA of 3.50 and a 3.50 GPA in accounting, the student is not required to take the GMAT test.

#### Admission Status

Students may be admitted for the fall, spring, or summer semesters.

1. Full Admission. The student's file is complete. The College of Business Graduate Office must have received; an application with the non-refundable application fee; official transcripts; and an official GMAT score, not older than five (5) years. A minimum admission formula score of 1100 points is required.
2. Conditional admission may be granted when the student's file is incomplete. The College of Business Graduate Office must receive the student's official transcripts by the end of the first semester of enrollment and receive an acceptable score on the GMAT before registering for more than 6 hours or for the second semester. Students planning to complete the program in one year or less must receive an acceptable score on the GMAT before registering for classes.
3. Those applicants who do not score 1100 on the formula will be considered for admission if they score a minimum of 450 on the GMAT and 1000 on the formula.
4. If the applicant has an overall GPA of 3.50 and a 3.50 GPA in accounting, the student is not required to take the GMAT test.

#### Application Procedures

To apply for the MAcc program, submit the following to the College of Business Graduate Office

1. A complete Application for Admission form with the non-refundable application fee.
2. Evidence that the student has met the academic admission requirements of the program. Examples of evidence include student copies of transcripts or a copy of their degree diploma. Official transcripts must be on file before a student will be allowed to register for a second semester or session.
3. An official GMAT score of at least 450. Students will not be allowed to register for more than 6 hours or for the second semester until an acceptable GMAT score is received. Students planning to complete the program in one year or less must receive an acceptable score on the GMAT before registering for classes. Requests to waive this requirement due to extenuating circumstances must be reviewed by the Master of Accounting program director.

#### Academic Status

MAcc students are required to maintain a 3.0 (B) grade point average or above. At any point in the process of completing the MAcc program where a student falls below a 3.0 grade point average, he/she is placed on academic probation. Students must remove themselves from academic probation within their next two semesters. For each C grade earned, there must be an offsetting A grade. Only two C grades are permitted in the MAcc program. A third C grade or an F grade will result in academic dismissal from the program. A student dismissed from the program due to academic deficiency may reapply for admission after a minimum of one elapsed semester.



## Prerequisites

The equivalent of an undergraduate degree in accounting from an accredited 4-year college will meet the prerequisite requirements for the MAcc program.

The prerequisites for other undergraduate degrees include: 24 hours of accounting; 6 hours of economics; 9 hours of business (3 hours of business law; 3 hours of business statistics; and 3 hours of business elective); and 3 hours of college math, which can be met by taking: STBE 137; college algebra or higher; or a math course approved by the MAcc program director.

## Graduate Course Requirements for the Master of Accounting:

30 semester credits including MAC 601 and 603 and a minimum of nine semester credits of graduate accounting electives from the following courses: MAC 605, 606, 607, 608, 609, 610, 614, 615, 616, 618, 620, 622, 625; and a maximum of fifteen semester credits of graduate electives which must be approved by the program director.

## Graduate Course Requirements for the Master of Accounting with a Concentration in Management Information Systems:

30 semester credits including MAC 601, 603 and 608 and a minimum of three semester credits of graduate accounting electives from the following courses: MAC 605, 606, 607, 609, 610, 614, 615, 616, 618, 620, 622, 625; nine hours of required graduate systems courses from the following courses: CSCI 515, 560, 570, 600, 630, 640, 650, 660, 740 and MBA 783; and six hours graduate electives approved by the accounting department.

## Master of Business Administration College of Business

The St. Ambrose University H.L. McLaughlin MBA Program is designed to meet the needs of a diverse group of people. Classes are comprised of working professionals, new college graduates, professionals in transition and on sabbatical. The exciting blend of the many student and faculty experiences and perspectives provides a unique environment for graduate-level business education. The program builds well-rounded business leaders by enhancing managerial skills and professional competency.

The St. Ambrose University H.L. McLaughlin MBA Program is designed to allow the student to concentrate on one subject at a time. Each course meets one night a week (Monday – Thursday) from 5:45-9:45 p.m. for eight weeks. There will be two eight week sessions during the fall and spring semesters and one eight week session during the summer. All required classes except MBA 690 – *Leadership Through People Skills* (LTPS), are held at all of the St. Ambrose sites. MBA 690 and the elective MBA 720 - *Building and Strengthening Teams* are ordinarily held in Davenport, Iowa. Both courses are offered in a one week format.

Full-time students can complete the requirements in a very intense nine months by taking three courses each session and one course in the winter session. Students can also complete the requirements in fourteen months by taking two courses each session and one course in the winter session. Because of the

rigorous course schedule, full-time students are encouraged to keep outside employment to a minimum.

The H.L. McLaughlin MBA Program is also offered in Muscatine, Burlington, Ottumwa, Cedar Rapids, Waterloo, and at the Rock Island Arsenal.

Students must complete the program within ten (10) years. A maximum of 9 credits can be transferred into the St. Ambrose MBA program.

## Admission Requirements

The Admission decision is based on the following factors: work experience, undergraduate course work and academic achievement, performance on the Graduate Management Admission Test (GMAT), life experiences, and professional achievements. The expectation is that all candidates will have basic readiness in business concepts and quantitative methods.

Individuals with a bachelor's degree in any field may apply for admission to the St. Ambrose University H.L. McLaughlin MBA program. There is a non-refundable \$25 application fee.

1. Official transcripts from each undergraduate and graduate school attended must be sent to the MBA office.
2. Candidates for the MBA Program must submit an official score from the GMAT. We recommend the GMAT be taken very early in the admissions process and we urge thorough preparation for the exam. No GMAT score older than 5 years is accepted, unless a candidate has already successfully completed a business related graduate program. Candidates who have taken another graduate admissions test, such as the General Records Examination (GRE), or who have successfully completed a graduate program, in any field, will be examined on a case-by-case basis to determine the need for a GMAT score.
3. Each candidate must complete and submit a professional portfolio, which includes the following:
  - a. An essay discussing:
    - i. The professional skills you have developed to date
    - ii. How you hope to expand on your skills and abilities while in the St. Ambrose MBA program
    - iii. Your short-term and long-term life and career goals
    - iv. How will the St. Ambrose MBA degree assist you in achieving your goals?
  - b. A professional resume
4. Candidates must submit two letters of recommendation, which address the student's achievements to date and ability to succeed in graduate school.
5. A minimum TOEFL score of 79 or 6.0 on the IELTS is required for an international student whose native language or undergraduate experience is not in English.

**Note:** All students are required to take the pre-enrollment assessment exam before registering for the first class. If a student scores 10% or lower in any one category, then they are required to take the MBA 500 academic leveling course for that subject area before starting class. See MBA 500 description below.

Admission decisions will be made based on a thorough review of all application materials and the case applicants make for themselves.

### Admission Status

Students may be admitted at the start of each eight week session in Fall, Spring and Summer semesters.

1. **Full Admission**—A student's admission file is complete and it indicates a strong probability of successful completion of the MBA program. The Admissions Committee will review the packet and render a decision. Applications should be submitted 4-6 weeks prior to the start of the term. This will provide the Admissions Committee adequate time to evaluate the applicant as an individual. The first fall term starts mid- August and the first spring term starts mid-January. If a prospective applicant has any questions about any aspect of the admissions process they are welcome to contact the MBA Director or the MBA Program Coordinator.
2. **Conditional Admission**—If the Admissions Committee cannot grant Full Admission, a candidate may be considered for a limited number of opportunities as a non-matriculating student. A non-matriculating student is not yet a candidate for the MBA degree. Admission as a non-matriculating student provides the opportunity to begin taking a limited number of courses in the MBA program while deficiencies in the application packet are corrected or to firmly establish the applicant's ability to do MBA level work. An applicant must have full admission status to be an MBA degree candidate. Conditionally admitted applicants are allowed to take up to three 600 level MBA courses. The requirements for the applicant to transition from conditional admission to full admission will be clearly articulated to the applicant in writing by the Director of the MBA program. Generally, these requirements are as follows:
  - a) Deficiencies in the MBA admission packet must be corrected within the first 8 week session, unless the deficiency is a missing GMAT score.
  - b) If the GMAT score is missing, the candidate must present a GMAT result to the Admissions Committee by the end of the second 8 week session.
  - c) The conditionally admitted applicant must make at least a B grade in all MBA courses taken and must take either MBA 600 or MBA 626 as one of their first three courses.

When the deficiencies have been fully addressed, the Admissions Committee will evaluate a conditionally admitted student's status and may grant Full Admission Status.

3. **Special Student Status**—Candidates who wish to enroll in graduate level courses, but are not seeking a graduate degree or credential are granted this status. The MBA Office must have received an application, with the non-refundable application fee, official transcripts, a professional resume and an essay for the file to be considered for special student status. In the essay, the

applicant should describe what they expect to gain by participating in the MBA program.

**Graduate Course Requirements for the Master of Business Administration:** 39 semester credits in MBA courses including MBA 600, 606, 615, 621, 626, 670, 675, 680, 690, 800, and 3 elective courses. (All courses are three credit hours.)

### Concentration Concept

Some students may wish to focus their studies in a specific discipline. A concentration concept has been developed for this purpose. Students electing this concentration concept will take 14 courses (10 required courses, 4 concentration courses). The three areas of concentration are: Human Resource Management, International Management, and Marketing Management.

## Master of Criminal Justice

### College of Arts and Sciences

The program focuses on professional development and has a balanced multi-faceted curriculum designed to produce skilled leaders in criminal justice and related fields. The MCJ program is ideal for those interested in upper-level careers in enforcement, security, corrections, and human services. It also prepares those wishing to teach and research criminal justice, or to serve as personnel and training specialists in justice-related organizations. The MCJ degree is highly regarded as being a valuable asset indicative of professionalism and competence above and beyond the baccalaureate degree.

### Degree Requirements

The MCJ is a 30 credit program. Students are required to complete all coursework, write a journal length research paper and pass comprehensive exams covering topics emphasized in their criminal justice studies. The comprehensive exams are administered in a single capstone class that students should enroll in their final semester prior to graduation. Students complete their research papers in a structured class that guides them through the process of writing and completing a journal quality theoretical paper. Students should enroll in this class in their final year prior to graduation. In addition, students must maintain a "B" average in all work for the degree. Only two "C"s are allowed with each offset with an "A". There is no residency requirement. The degree student is expected to make steady progress with completion of the degree in one to three years, depending on the number of classes taken per semester.

### Application Information

Before starting course work, a student must seek admission to the MCJ program as a degree or special student. The special student category means taking selected work for professional development only, whereas the degree student category signifies intent to complete the MCJ program. Each student seeking admission to the MCJ program must complete an official application. A personal interview with the MCJ Admissions Committee may also be requested of applicant. All accepted applicants enter the program as special students, and will become degree students with the achievement of candidacy. See

Admission Procedure and Candidacy sections.

### **Admission Procedure**

Students with an accredited undergraduate degree with a major in criminal justice or a related field, or with permission from the MCJ program director, may apply for admission to the Master of Criminal Justice program. To apply for admission, a student must:

1. Complete the MCJ application form, including the professional goals statement, the names and addresses of two recommendation letter requests, and an application fee.
2. Request that a complete and official transcript from the institution granting the bachelor's degree be sent directly to the MCJ program director. An official copy is one sent from the institution directly to St. Ambrose University this should include an official transcript of any graduate course work.

### **Transfer credit**

MCJ students may transfer a maximum of six graduate credits from another accredited college or university. Transfer of credit approval must meet the following criteria: the credit was earned within the last five years, it is graduate credit, the final grade was at least a "B", and it is determined to be relevant to the MCJ program.

### **Candidacy**

Candidacy for the MCJ degree will be met when the student completes all required course work including the comprehensive exam capstone class MCJ 507 and final research paper class MCJ 702.

**Program of Studies Requirements for the Master of Criminal Justice** 30 semester credits including: (i) 12 semester credits in foundation courses: MCJ 500, 550, 530; 531; (ii) 9 semester credits in core courses: MCJ 510, 620, 640, (iii) 3 credits from one of MCJ 670, 671, 672 and (iv) both MCJ 507 and MCJ 702. A limited number of substitutions are allowed for core and foundation classes. These substitutions must be approved by the MCJ program director.

*Note: Undergraduate St. Ambrose criminal justice majors are allowed to petition for up to 6 credits completed in the undergraduate curriculum to count towards the completion of the graduate curriculum. For cross-listed courses, SAU graduates of the Bachelors of Criminal Justice program may substitute foundations courses taken in the undergraduate curriculum with appropriate courses at the graduate level upon approval of the program director. Students will still need to complete 30 hours of graduate coursework. Consult advisor for assistance.*

## **Master of Education in Educational Administration**

**College of Health and Human Services**

**The Loras/St. Ambrose Consortium for Educational Leadership**

The *LSACEL* preparation program is designed to serve persons in the field of education through a practitioner's degree that enables graduate students to acquire the competencies to be teacher leaders, school administrators, and supervisors of special education.

The *LSACEL* preparation program is a two year cohort model of professional administrator preparation involving 36 semester hours of licensure credits.

### **Portal I - Admission Requirements to Program and Candidacy**

Applicants must have access to a computer, Internet, and email. Applicants must submit the following application materials to the Graduate Education Office by May 31 for summer courses, August 10 for fall courses, and January 1 for spring courses.

1. Completed Application for Admission to Graduate Program.
2. Nonrefundable \$25 application fee.
3. Official transcripts from each undergraduate and graduate institution attended. A cumulative grade point of 2.5 (or minimum 2.75 GPA in last 60 hours, on a 4.0 scale) or above is required.
4. A bachelor's degree from an institution which is recognized by its own regional accrediting association.
5. Two (2) Letter of Recommendation forms. One from the applicant's supervisor and one from another person capable of judging the applicant's academic potential (required for all degree seeking students and admission to Portal II).
6. Current resume.
7. Copies of all teaching certificates and licenses.

### **Portal II – Admission Requirements**

1. Successful completion of requirements from Portal I.
2. International students whose native language is not English must achieve a combined score of 550 with a score of 55 on Section I of the Test of English as a Foreign Language (TOEFL). Additional language based class work may be required of international students.
3. Nine hours of graduate credit with a minimum GPA of 3.0 in consortium coursework and all graduate coursework.
4. File paper submitted (usually from EDAD 530).
5. Mentor assigned.
6. Program of Study created.

### **Portal III - Admission to Internship**

1. Completion of 27 graduate credits
2. Minimum GPA of 3.0 in Consortium coursework and all graduate coursework.
3. Application for internship must be submitted the semester before the internship begins.
4. Approval of internship placement and site.
5. Approval for Graduation pending completion of internship.

### **Portal IV - Award of Master's Degree**

1. Thirty-six hours of graduate credit with a minimum GPA of 3.0 in Consortium coursework and all coursework.
2. Presentation of Masters Project and display of Comprehensive Portfolio.

3. Three (3) years of teaching experience verified (for licensure).
4. Completion of 400 level field experience and internship hours.

### Transfer Guidelines

Transfer credit requests must be submitted to the *LSACEL* program administrative assistant and will be evaluated by the program director in consultation with *LSACEL* program faculty, based on the viability of transfer, substitution, or equivalency. With program director approval, students may transfer up to 12 graduate credits from accredited institutions, provided these credits have a grade of B or higher on a 4.0 scale, are not older than seven years and will not be older than seven years upon program completion. Under no circumstance may a candidate begin the internship sequence without verified eligibility and admission to Portal III. Further, the internship requires two semesters of experience and may not be completed by increasing the hours logged during any one semester.

### Certification/Licensure

The licensure officer and academic advisor should be consulted regarding additional requirements for licensure that may not be included in the student's plan of study. A student seeking licensure is responsible for checking the current requirements of the state(s) in which the student plans to be licensed.

## Master of Education in Teaching

### College of Health and Human Services

#### Mission Statement

The Master of Education in Teaching program encourages teachers to grow as professionals, to remain lifelong learners, and to enrich their own lives and the lives of their students and the community by increasing their knowledge and skills through reflective practice. The program fosters professional integrity and encourages the mutual respect of learning communities.

#### Program Goals

The goals of the St. Ambrose master of Education in Teaching program are in alignment with the National Board for Professional Teaching Standards.

A teacher will:

- Demonstrate an understanding of accomplished teaching by successful completion of the four entries of the portfolio for the National Board for Professional Teaching Standards (Capstone Project).
- Demonstrate an understanding of the characteristics of contemporary students and identify the skills that teachers must possess to successfully implement the Five Core Propositions of the NBPTS.
- Understand and apply the concepts and purposes of formative and summative assessments in order to measure student achievement and provide differentiated classroom instruction.
- Demonstrate professional accomplishments in three

specific areas: growth as a learner; growth as a leader-collaborator; and growth as a partner with parents and community stakeholders.

- Articulate a professional and personal code of ethics.
- Examine current research on reading in the content areas and implement that research into effective instruction in order to improve student comprehension.
- Demonstrate an understanding of the various forms of diversity present in a contemporary classroom and develop appropriate strategies to acknowledge and honor that diversity.
- Conduct an action research project and articulate the results in a documented paper.
- Demonstrate an understanding of the characteristics of teacher leadership.
- Develop abilities and dispositions to use writing as a part of their own learning process and for use in their classrooms, studying and reflecting on writing pedagogy and writing in the three modes of the National Board Portfolio process: Description, Analysis, and Reflection.

#### Entry Requirements:

1. A completed SAU application for graduate studies and a \$25 application fee. Fee is subject to change.
2. Undergraduate GPA of 2.75 during last two years.
3. Must hold a valid teaching license.
4. A personal essay specifically demonstrating that reasons for pursuing graduate education are commensurate with program philosophies and goals.
5. Two letters of recommendation from administrators or fellow teachers.
6. Official transcripts from the undergraduate degree-granting institution and all institutions where graduate work has been completed.

#### Continuation Requirements:

1. Maintain a minimum of a "B" average in all coursework.
2. No more than one "C" grade offset by an "A" grade.

#### Transfer of Credits

Students may transfer a maximum of nine graduate credits from another accredited institution providing these credits are approved by the program director and are not more than five years old.

#### Requirements for MED in Teaching

##### Option One - Original Strand

##### 32 semester credits

##### Year One

Spring Semester 1: EDUC 601, 602  
 Summer Semester 2: EDUC 611, 608\*  
 Fall Semester 3: EDUC 603, 607

##### Year Two

Spring Semester 4: EDUC 710, 715  
 Summer Semester 5: EDUC 606, 612\*  
 Fall Semester 6: EDUC 604, 605

*\*Summer Semester 2 and 5 may be switched, depending on when the student enters the program.*

### **Option Two - Elementary Reading Endorsement** **33 semester credits**

#### *Year One*

Spring Semester 1: EDUC 601, 602  
Summer Semester 2: EDUC 552, 559  
Fall Semester 3: EDUC 603, 607

#### *Year Two*

Spring Semester 4: EDUC 556, 715  
Summer Semester 5: EDUC 553, 560  
Fall Semester 6: EDUC 604, 605

## **Master of Finance**

### **College of Business**

The Master of Finance (MFIN) program is intended to provide a high-quality graduate education to qualified students at St. Ambrose University. Currently, it is tailored to our partner school in China, Guangdong University of Finance (GDUF). The “3+2” model allows students from GDUF to attend St. Ambrose following their junior year, complete their undergraduate degree (from GDUF), and earn a Master of Finance (from St. Ambrose University) in two years.

#### **Program Overview**

The MFIN program is intended to reflect the need of students to integrate into the new learning environment while taking a curriculum designed to match the Candidate Body of Knowledge (CBOK) of the CFA Institute, preparing the students for the CFA® series of examinations. The program consists of 54 credit hours to be finished in five academic semesters: during the first two semesters, the students will take primarily undergraduate courses in Finance, with specialized graduate courses allowing them to succeed at St. Ambrose and in the Master’s level studies. Upon completion of the first year, the students will get their undergraduate degree from GDUF, and in good standing they will continue in their Master’s study at St. Ambrose; during the following three semesters, the students will take graduate courses in Finance, earning their Masters of Finance degree upon successful completion of courses and the passing of a comprehensive examination.

#### **Course Sequence**

Each cohort from GDUF will enter in the Fall semester at SAU, and will complete the program in May of the following academic year. The students in the program will take SAU courses in the following five-semester sequence:

#### **Fall 1: Integration and Adjustment**

FNCE 301: Financial Valuation in the Corporation  
FNCE 302: Investments: Security Analysis in a Global Environment  
ECON 331: International Economics  
MFIN 601: Financial Statement Analysis in the Global Economy

MFIN 602: Quantitative Methods for Finance

#### **Spring 1: Upper Level Undergraduate Finance Courses**

FNCE 401: Financial Planning and Decision Making  
FNCE 402: Investments: Bond, Fund, and Risk Management  
FNCE 491: Topics in Corporate Finance  
FNCE 492: Topics in Valuation  
MFIN 603: Micro-Foundation of Finance

#### **Summer 1: First-Semester Master’s Level Finance Courses**

MFIN 604: Financial Econometrics  
MFIN 605: Pricing of Advanced Financial Institutions

#### **Fall 2: Second-Semester Master’s Level Finance Courses**

MFIN 606: Traditional and Behavioral Asset Pricing  
MFIN 607: Fixed Income and Alternative Investments  
MFIN 608: Professional Standards and Practices

#### **Spring 2: Third-Semester Master’s Level Finance Courses**

MFIN 609: Advanced Fund Management  
MFIN 610: Management of Financial Institutions  
MFIN 611: Comprehensive Exam Review  
Written Comprehensive Exam

#### **Admission Requirements**

Students are expected to submit an application for study in the Master of Finance program no later than April 1 of the year of planned enrollment in the Fall.

Students are expected to have studied for three years at GDUF and have a minimum cumulative GPA of 75/100 in studies prior to the date of admissions.

Students are also expected to have taken either the TOEFL or IELTS prior to their application and must receive no less than 70 on the TOEFL iBT or 5.5 Overall Band Score on the IELTS. In addition, a student must achieve the following minimum scores on parts of the test taken:

- **TOEFL iBT:** 18 on Reading, Speaking and Writing, and 16 on Listening
- **IELTS:** 5.5 on Reading, Speaking and Writing, and 5.0 on Listening

Students are also expected to submit two letters of reference. Applicants should seek letters from individuals who can attest to the candidate’s ability to succeed in a graduate program in Finance.

If more students than the quota apply for admissions to the program, applicants will be selected based upon cumulative GPA at GDUF and the submitted letters of reference.

#### **Academic Status**

Students are expected to remain in good standing. Good standing is defined as follows:

- Each student is expected to maintain a cumulative GPA of 2.0 in their first two semesters of study. They will have the opportunity to re-take courses required to earn their GDUF undergraduate degree, but will need to pay additional tuition at the agreed rate.
- A student will remain eligible to complete their graduate degree work in semester three and four only if the student

has maintained a GPA of at least 2.5 in their first semester at SAU and a GPA of at least 3.0 in their second semester at SAU.

- In the final three semesters, each student is expected to maintain a cumulative GPA of 3.0 and to achieve a grade of C or above in every course.
- Each student is expected to adhere to SAU’s policy in regards to Academic Integrity (see the University Catalog) and Student Conduct (see the Student Handbook).

Failure to meet any of these conditions may lead to a student being placed on probation or dismissal from the program.

## Master of Occupational Therapy

### College of Health and Human Services

St. Ambrose University offers the only program leading to a registered occupational therapist degree in the state of Iowa. The two-plus-three year program consists of a minimum of two years of liberal arts education, including prerequisites emphasizing biological and social sciences. The professional occupational therapy course requirements span three years, including fieldwork.

The professional phase of the program is arranged in a life-span format and includes five semesters on campus followed by 24 weeks of full-time fieldwork. With this three-year format, students have the opportunity to enroll in electives, special topics or independent study courses. The MOT Program also has an Assistive Technology Lab that serves as a resource center for students and offers free services to clients and healthcare professionals.

Students may enter the program as an undergraduate or graduate student. If a student has not earned an undergraduate degree, a baccalaureate degree must be completed by the end of the second year in the program. If a student has already earned a baccalaureate degree, they will be considered a graduate student throughout their enrollment. All students will be considered graduate students in the third year of the program.

### Mission Statement

The St. Ambrose University Master of Occupational Therapy program develops ethical, innovative, and sensitive health professionals engaged in life-long learning, who serve as socially responsive individuals dedicated to optimizing the occupational participation of others in a diverse and global society.

### Accreditation/Certification

St. Ambrose’s Master of Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA); 4720 Montgomery Lane, Bethesda, MD 20824-3449. Telephone: (301) 652-2682. Program graduates are eligible to sit for the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an occupational therapist (OTR).

In Iowa, and most states, a professional license is also required for practice. The NBCOT exam typically serves as the licensing exam but students will need to apply separately for licensure. A felony conviction may affect a graduate’s ability to sit for the NBCOT certification exam or attain state licensure.

### Admission Process/Requirements

Applicants apply online using the Occupational Therapy Centralized Application Service (OTCAS) at [www.otcas.org](http://www.otcas.org). Supplemental materials will be submitted directly to the MOT office. Applications to the program must be completed by Dec. 15 for the following fall. Application processing begins Oct. 1 and continues until the class is filled. Contact the MOT Program for current program information, as additional requirements may be added.

1. The following pre-requisite coursework must be completed with a grade of C or higher and with a combined GPA of 3.0 (4.0 scale). All pre-requisite courses must be completed no later than the end of May prior to beginning the MOT Program in August.

Subject	SAU Equivalent	Credits
Anatomy/Physiology*	BIOL 202	4 credits; must be in progress or completed at time of application
Anatomy/Physiology	BIOL 204	4 credits
Medical Terminology	HS 250	1 credit; course /competency
Statistics	STAT 213	3 credits
Ethics	PHIL 207	3 credits
Social Sciences	PSYC 212	6 credits; must include Lifespan

2. Complete and submit an OTCAS application to the St. Ambrose MOT Program through the OTCAS website. Applications are available online at [www.otcas.org](http://www.otcas.org). An application fee of \$125 for the first application and \$45 for each additional program will be required. Applicants seeking assistance with the application process should contact Customer Service at [otcasinfo@otcas.org](mailto:otcasinfo@otcas.org). A personal statement and three letters of reference are required as part of the OTCAS application.
3. Complete supplemental materials and submit directly to the MOT office.
  - a. Submit the Plan of Study Course Checklist. Students planning to take credits toward their baccalaureate degree while enrolled in the MOT program can have no more than nine credit hours outstanding toward that degree by the time MOT coursework begins. Students may need to enroll in summer and interim sessions to complete this course of study in five years. Discussion of your plan of study with an MOT advisor is encouraged.
  - b. Provide documentation—on official letterhead and signed by a registered occupational therapist—of 50 hours of volunteer OT experience completed within

the past 5 years in at least two different OT settings. Applicants may receive some credit from employment in an occupational therapy setting with approval from the MOT Program.

Prospective students will be selected for professional interviews that focus on academic, personal and professional preparedness in anticipation of beginning graduate level study. If selected, applicants will be required to discuss their submitted personal statement during the interview.

At the completion of the application process, students will be notified of their admission status in writing and, if accepted, must submit a written acceptance and pay the accompanying fee.

### MOT Grading Policy

<b>A</b>	93-100%
<b>B+</b>	91-92%
<b>B</b>	85-90%
<b>C+</b>	83-84%
<b>C</b>	77-82%
<b>D</b>	69-76%
<b>P</b>	Passing work completed in a course
<b>NP</b>	Not passing work completed in a course
<b>IP</b>	In progress work (for students with courses that are not expected to be completed within the normal semester

### Minimum Acceptable GPA

If the student drops below a 3.0 cumulative professional coursework GPA, the student will receive written notice from the OT department. The student will be placed on **academic probation**.

### Academic Performance

1. If a student earns a “C” in any professional OT course, the student will be required to meet with their advisor to construct a remediation plan regardless of their GPA standing.
2. If the student earns a grade lower than a “C” in any of the professional OT coursework, the student must re-take the course(s) and earn a grade of “C” or higher to progress in the OT program, provided that the student maintains a minimum GPA of 3.0 or higher. The student is allowed to re-take a course within the MOT curriculum one time.

### Academic Probation

When a student is placed on academic probation, they have two options:

1. The student has one semester to bring their cumulative professional coursework GPA up to a minimum 3.0. If the student fails to do this, the student will be dropped from the program.
2. The student can elect to re-take coursework for a second grade option to bring their cumulative professional coursework GPA up to a minimum 3.0. The student may not be enrolled in any professional OT courses until the second attempt has been successfully completed.

### Progression and Retention

1. Students may also be placed on probation for not meeting professional behavior expectations or for excessive absences from the MOT classes.
2. Dismissal from the University, for any reason, will automatically result in dismissal from the Master of Occupational Therapy Program.

### Appeal Procedures for Admission, Progression & Retention/Readmission

Students have the right to appeal decisions related to admissions, progression, or retention to the Admissions and/or Retention Committees. All questions or concerns related to Admission and Retention Committee decisions will follow this policy.

#### Procedures:

1. In the event of an adverse Admissions Committee decision or Retention Committee action, the student will be reminded of the appeal process and their options within the process.
2. The student’s request for appeal must be made in writing to the chair of the Admissions Committee if in regards to an admissions decision or to the chair of the Retention Committee if in regards to a progression or retention issue.
  - a. The student **must** appeal decisions of the Admissions or Retention Committee by submitting written reasons for challenging the Committee’s Decision by the appeal date set by the Committee.
  - b. The appeal request must be within two weeks of being notified of his/her status in the Occupational Therapy Program and the original decision in question.
3. Admission Committee or Retention Committee Members and Meeting Participants:
  - a. Student Requesting Appeal: The student may attend the appeal meeting for the portion during which their challenge is read and may be asked to supply additional information orally. The student may have a support person involved in the meeting.
  - b. Faculty and Student Members: The chair of the committee will facilitate the meeting. The student’s advisor, the instructor involved (if applicable), and at least one or more other uninvolved MOT faculty member will also be present. This is to ensure that there are sufficient members of the committee to assist in information gathering and student support.
  - c. A student member of the Admissions Committee will also participate in the Retention Committee during any formal appeal process.
  - d. Student and faculty members who have direct involvement in the case and who feel they are unable to act in good faith will excuse themselves from the appeals process. In those instances, alternate committee members will serve on these committees.
  - e. An odd number of decision making members will be maintained when the committee is drawn together.

4. The decision of the Committee will be made by majority vote based on a written ballot of those Committee members present. The ballots are secret and only the chair of the committee will view the ballots.
5. The student will be verbally informed of the final decision to uphold or overturn the original Admission or Retention Committee decision and of the process for further appeal by the chair of the respective committee after the meeting. The chair will write a letter regarding the decision to the student and a copy will be given to the student and placed in the student's file.
6. The student has the right to further appeal the Committee's decision to the Dean of the College of Health and Human Services in writing within one week after receiving notification of the appeal decision.
7. If the student is retained in the program, the student and their advisor will meet and develop a plan to promote success. Members of the Retention Committee may make recommendations regarding this plan. The plan will address any continuing probationary issues and a schedule for periodic review will be included.
8. Multiple referrals to the Retention Committee while enrolled in the MOT program could result in dismissal from the program.

#### **MOT Graduation Requirements**

1. Students must earn a baccalaureate degree prior to beginning the third year in the MOT Program. Students may need to enroll in summer and interim sessions to complete this course of study in five years.
2. Students must complete all required MOT credit hours (estimated 94 to 95 credits).
3. Students must complete at least two Special Topics OR Independent Studies OR Electives (approved by department) for a minimum of 2 credits.
4. Students must maintain a cumulative GPA of 3.0 in the MOT curriculum.
5. Students must successfully complete a minimum of 24 weeks of Level II Fieldwork (MOT 650 and 655).

#### **Fieldwork Experience**

Students will complete multiple fieldwork experiences while enrolled in coursework at St. Ambrose and will complete 24 weeks of full-time fieldwork experience upon completion of their MOT coursework. Students are responsible for their own transportation, travel and housing costs for these experiences. Students will be made aware of additional site specific costs or requirements during the site selection/assignment process. In addition, students will still be paying tuition while completing their field experience.

#### **Time Requirements for Completing Occupational Therapy Program**

The professional phase of the MOT Program falls into two categories:

1. Academic coursework on campus (5 semesters): The academic portion must be completed within 60 months from initial entry into the program.

2. Level II Fieldwork (6 months): Fieldwork experiences must be completed within 24 months of fulfilling their academic portion.

#### **Academic Policies**

For specific academic policies, refer to the MOT Student Handbook. Handbooks are available by contacting the MOT Office.

#### **One Price Tuition Plan**

MOT students are included in the One Price Tuition plan that combines tuition, course fees and other miscellaneous costs incurred by MOT students. The plan ensures that tuition costs remain one rate throughout the normal course of full-time graduate study making financial planning easier and allowing students to take elective courses at no additional cost. Cost associated with textbooks, fieldwork experiences, and room and board are additional. Students should contact the MOT Program directly for information about the One Price Tuition Plan Rate. A limited amount of graduate financial aid is available. The St. Ambrose Financial Aid Office provides information on graduate student loans.

#### **Master of Occupational Therapy Curriculum**

##### *Semester 1*

- MOT 415: Occupational Justice and Foundations of OT • 3 credits  
 MOT 425: Fundamentals of OT with Individuals and Groups • 5 credits  
 MOT 430: Applied Neuroscience to OT • 4 credits  
 MOT 440: Applied Kinesiology for OT • 3 credits  
 HS 500: Conditions Impacting Occupational Performance • 3 credits

##### *Semester 2*

- MOT 467: Psychosocial OT Across the Lifespan • 5 credits  
 MOT 480: Occupational Therapy with Adults • 5 credits  
 MOT 482: Field Experience with Adults • 3 credits  
 MOT 486: Skills and Adaptations for Occupational Engagement I • 3 credits

##### *Semester 3*

- MOT 545: OT Research I: Using Evidence to Guide Practice • 3 credits  
 MOT 570: Occupational Therapy with Older Adults • 5 credits  
 MOT 572: Field Experience with Older Adults • 2 credits  
 MOT 576: Occupational Studies and Participation with Adults and Older Adults • 3 credits  
 MOT 578: Skills and Adaptations for Occupational Engagement II • 4 credits

##### *Semester 4*

- MOT 575: OT Research II: Developing Research Project • 3 credits  
 MOT 585: Occupational Therapy with Pediatrics • 5 credits  
 MOT 587: Field Experience with Pediatrics • 2 credits  
 MOT 589: Occupational Studies and Participation with Pediatrics • 3 credits

##### *Interim/Summer*

- MOT 600: OT Research III: Implementing Research • 2 credits  
 MOT 610: Level I Intensive Fieldwork • 2 credits



### *Semester 5*

MOT 625: Level II Fieldwork Seminar • 2 credit  
MOT 630: OT Leadership and Management • 4 credits  
MOT 640: Evidence Based Reasoning for Complex Issues • 4 credits  
MOT 645: OT Research IV: Dissemination of Research • 2 credits

### *Semester 6*

MOT 650: Level II Fieldwork Experience • 6 credits  
MOT 655: Level II Fieldwork Experience • 6 credits

### *Any Semester*

\*MOT 510: Special Topics • 1–3 credits  
\*MOT 511: Independent Studies • 1–2 credits  
\*Students will need two additional courses for graduation. These may be chosen from MOT Special Topics or Independent Studies or approved electives.

### **Estimated Costs**

#### ***Tuition***

Students should contact the MOT Program directly for information about the One Price Tuition Plan Rate.

#### ***Application Costs***

OTCAS Application fee • \$125  
Acceptance fee • \$200

#### ***Additional Costs***

Textbooks (including AOTA Membership) • \$950-1150  
Fieldwork Medical/Site Requirements • \$250  
Fieldwork attire (lab coat, name badge) • \$65  
AOTA and IOTA membership • \$100  
Certification Exam Preparation & Registration • \$500– 800

\*Costs listed above are for 2013-14. Students seeking admission at a later date should check with the program director for exact current costs.

## **Master of Organizational Leadership College of Business**

The Master of Organizational Leadership (MOL) program at St. Ambrose University is an interdisciplinary graduate program of study designed to develop skills and nurture abilities for effective leadership. Effective leadership is essential to the success of any endeavor in both the public and private sectors. Businesses, government agencies, elected offices, charitable organizations, and churches, to name a few, need valuable leaders who can identify, promote, and accomplish organizational goals and objectives. In this context, MOL program students will become more aware of their own strengths, attitudes, and behaviors, and the effects they have on others as leaders. The MOL program also provides individuals currently in or seeking leadership positions with the conceptual and analytical skills necessary for successful leadership. The Master of Organizational Leadership program reflects St. Ambrose University's commitment to promoting community service, personal growth, and practical professional training opportunities for students.

### **Mission Statement**

The Master of Organizational Leadership program at St. Ambrose University nurtures students' abilities and enables students to strengthen their capacities as leaders through the development of tools and skills for effective leadership in organizational settings including promoting the importance of service to communities.

### **Admission Requirements**

Individuals with an undergraduate degree from an accredited institution in any field may apply for admission to the MOL program. All applications must meet the following requirements:

1. Applicant must have a bachelor's degree from an accredited college or university.
2. Applicant must submit a typed three-to-five-page essay discussing your background in leadership including work related, community, and public service. The essay should also discuss your goals and objectives as a leader as well as your goals and objectives for pursuing graduate level studies in leadership. Finally the essay should discuss scholarship, literature, and practices of leadership that you have read, mastered, and/or incorporated successfully into your professional, community, and personal life experiences. The final section of the essay should include references and a bibliography of three to five sources. The essay will be evaluated for clarity, focus, grammar, and spelling as well as content.
3. Submit a resume and a completed application with two letters of recommendation that speak to the student's interests, academic abilities, and potential as they pertain to leadership as described in the mission statement and the goals and objectives of the MOL program.

### **Application Procedure**

To apply for admission into the MOL program submit the following to the MOL program coordinator located at 518 W. Locust Street, Davenport, IA 52803.

1. Completed application, resume, and letters of recommendation.
2. Official undergraduate transcript.
3. Three-to-five-page essay on leadership and your goals and objectives.

In order for the student to register for classes, the director of the MOL must receive evidence that the student has met the academic admission requirements of the program. Examples of evidence include copies of transcripts indicating the undergraduate GPA and the degree earned and a completed application for admission. All materials, including an official transcript, must be on file before the student will be allowed to register for a second session. Students will not be allowed to register for more than one course until all materials are received and an official admissions decision is made. Requests to waive this requirement due to extenuating circumstances must be reviewed by the director of the Master of Organizational Leadership.

### **Admission Status**

Students may be admitted to the MOL as follows:

1. **Full Admission:** the student's file is complete and all minimum criteria for admission have been met.
2. **Probationary Admission:** occurs when a student's file is complete but falls below the minimum. These applications are reviewed on a case-by-case basis by the director of the MOL. Admission decisions will take into consideration experience, academic growth potential, and the student's personal motivation to succeed. A student admitted on conditional or probationary status may register for only one course at a time and will normally have a final admissions decision rendered upon the completion of the first or second course.
3. **Provisional Admission:** occurs when the student's file is incomplete. The student may register for one course but must have on file a completed application and an undergraduate transcript. All materials, including an official transcript, must be on file by the completion of the first course.

### Academic Policies

For specific academic policies, refer to the MOL student handbook. Handbooks are available by contacting the program coordinator.

### Transfer Credits

Students may transfer up to nine graduate credits from an accredited college or university provided the credits carry a "B" or better, the course(s) are determined to be relevant to the MOL program, and the courses were completed in the past seven years. Students who complete the organizational management concentration through St. Ambrose University may apply for all 15 credits to count toward the MOL degree as stipulated in the course requirements. (See Degree Requirements.)

### Degree Requirements

**Capstone Track:** 36 credit hours including 27 credits of core courses, including MOL 716: Leadership Capstone and 9 credits of electives. The student may enroll in MOL 716 upon completion of 30 credit hours toward the degree.

### Core Requirements (27 credits)

#### *Suggested order below*

MOL 501. Leadership Theory  
 MOL 512. Assessing Leadership Skills  
 MOL 515. Decision-Making and Leadership  
 MOL 529. Conflict Management  
 MOL 701. Planning Strategically  
 MOL 540. Strategic Communication in Organizations  
 MOL 691. Dialogical Skills  
 MOL 715. Leadership Work Action Project  
 MOL 716. Leadership Research Paper

### Electives (9 credits)

MOL 557. Building Effective Teams  
 MOL 621. Human Behavior in Organizations  
 MOL 625. Leading Organizational Change  
 MOL 635. Servant Leadership  
 MOL 645. International Issues in Leadership

MOL 655. Political and Civic Leadership  
 MOL 685. Human Resource Management  
 MOL 710. Ethics in Leadership  
 MOL 790. Independent Inquiry in Leadership  
 MOL 792. Special Topics

### Certificate in Organizational Management

A master's level certificate in organizational management is available through St. Ambrose University. The certificate consists of 5 courses including MOL 691, MOL/MBA 621, MOL 685/MBA 785, MOL 701, and MOL 710/MBA 615. Upon completion of the certificate the student has the option of applying for admission to the MBA or the MOL for completion of either degree. Courses completed in the organizational management certificate count toward the MOL degree as indicated in the degree requirements. For admission and course requirements contact the MOL program coordinator.

## Master of Pastoral Theology

### College of Arts and Sciences

The Master of Pastoral Theology (MPTh) program offers professional and personal growth and academic rigor to those who wish to be more fully prepared to serve in a variety of pastoral responsibilities and ministries within the Church. Currently offered in conjunction with the Deacon Formation Program of the Davenport Diocese, the program is also open to other qualified applicants. It is a cohort program with classes offered in intensive format meeting one weekend (Saturday-Sunday) per month, August through May. Each weekend includes 12 hours of instruction. Students must be prepared to complete significant reading and writing assignments between the monthly meetings.

The focus of the program is on those who intend to minister in the communities and institutions of the Roman Catholic tradition, although members of other religious traditions will find the program broadly ecumenical and careful to respect and build upon religious, cultural, and gender diversity. Courses and workshops in theology, scripture, ministry, spirituality, counseling, human and behavioral social systems will be taught with special concern for pastoral application.

### Requirements for Admission

1. Accredited baccalaureate degree.
2. Undergraduate grade-point average of 3.0 on a 4.0 scale.
3. Six credits of theology including:
  - a. Introduction to Theology
  - b. Introduction to Scriptural Studies
4. Conditional admission to the program may be granted while fulfilling these prerequisite courses.
5. Substantial Ministry experience.

### Degree Requirements

Thirty-seven graduate credits including at least 4 in each of the following areas: Scripture, Sacraments/Spirituality, Systematics, Moral Theology, and Pastoral theology and at least two credits in Historical Theology. Students must maintain a

“B” average. Youth Ministry, and Not-For-Profit certification are offered but not required.

### **Application Information**

Before registering for a course, a student must seek admission to the University either as a degree candidate or as a special student.

### **Procedure for Admission as a Degree Candidate**

“If a person has an undergraduate degree in any field, and experience in either professional or volunteer ministry, she/he may apply for admission to the Master of Pastoral Theology program.

1. Complete the application form for St. Ambrose.
2. Request that a complete transcript from the institution that granted the bachelor’s degree be sent directly to the program director. An official copy is one sent from the attended institution directly to St. Ambrose. Also have forwarded a transcript of any graduate course work.
3. Request that two letters of recommendation from persons who have either supervised or worked with the student in ministry be sent to the master of pastoral studies program director.
4. Return the application form to the director of pastoral theology program with a \$25 non-refundable application fee payable to SAU. Application and transcripts should be on file at least one month before registration for classes.

After the application materials have been received and reviewed by the Admissions Committee, the student will be asked to interview with a member of the Admissions Committee and/or with the counselor advisor to the Admissions Committee. The student will be notified of the admission decision.

### **Procedures for Admission as a Special Student**

Students may take courses in the MPTh program as a special student, non-credit, or for Continuing Education Units (CEU). Contact the director of the MPTh program for details.

### **Transfer of Credit Policy**

MPTh degree candidates may transfer graduate credit from another university. Transfer of credit approval is based on the following criteria: the credit has been earned within the last five years, it is graduate level work, at least a grade of “B” has been earned, and it is relevant to the student’s degree objectives. Students seeking approval for transfer of credit must submit a Transfer of Credit form and an official transcript of those credits to the pastoral studies program director.

### **Advanced Standing Policy**

MPTh degree candidates who have participated in substantive educational programs which do not grant academic credit may apply to have such study included as part of their degree work by requesting advanced standing.

Advanced standing status is based on the following criteria: participation in the educational program has been within the last five years; the content of the program constitutes graduate level work; applicants complete a written description of specific

learning experience as proof of competence; and the learning experience is relevant to the student’s degree objectives.

The program director and the admissions board of the MPTh will evaluate advanced standing requests and establish credit hour equivalency.

Students seeking advanced standing must submit the request along with a description of the work to the Pastoral Theology program director.

No more than 8 hours total credit will be applied toward the degree from Transfer and Advanced Standing.

### **Integration Paper**

Requirements for the MPTh degree include the completion of a 1–2 credit Integration Paper intended to demonstrate the student's ability to integrate coursework with pastoral ministry. A schedule marking stages of progress must be adhered to, and the thesis must be submitted to the advisor, the department director and a third member of the department. The final copy of the Integration Paper must be completed and approved at least 2 weeks before the student’s graduation.

### **Graduation Requirements**

1. Submit a graduation application before the dead line indicated in the academic calendar.
2. Complete any transfer of credit from other institutions as described above.
3. Successfully complete course requirements including the Integration Paper.
4. Receive the approval of the completed Integration Paper in the manner outlined above.
5. Submit the graduation fee to SAU.

### **Youth Ministry Certificate Program**

Students enroll in eight weekend workshops listed below over a two year period. They are designed for those desiring specialized knowledge and skills in youth ministry. All courses are taken for one semester credit at an off-campus site on Saturday and Sunday.

Youth Ministry Certificate courses cannot be up graded at a later date. If taken for a certificate on the under graduate level, they remain at that level. However, students that took one or more courses but did not complete the certificate or apply them to another program can receive up to four semester credits of advanced standing for them. The regular advanced standing evaluation will be used to assess these courses.

## **Master of Physician Assistant Studies College of Health and Human Services**

The Master of Physician Assistant Studies Program (MPAS) is 29 months in length consisting of a 14-month didactic component followed by 15-month supervised clinical clerkship component. The didactic phase is comprised of classroom instruction in advanced basic sciences, clinical skills, clinical medicine, pharmacology, behavioral medicine, ethics, and research. In general, classes are held Monday through Friday from 8 a.m. to 5 p.m. Students are expected to attend all classes and should have no other commitments during these hours.

The clinical phase of the program consists of 15 months of supervised clinical clerkships. Most clerkships are 4 weeks in length with some exceptions. There are eight required clerkships to include: Family Medicine, Internal Medicine, Pediatrics, Obstetrics-Gynecology, Geriatrics, Psychiatry, Emergency Medicine, and General Surgery.

In addition to the required clerkships, students will have the opportunity to choose three electives. Some rotations will require students to work on the weekends and evenings. Students are required to be available as instructed by their preceptors. Several times throughout the clinical phase, students will return to campus for end-of-rotation exams as well as other educational sessions. A separate handbook will be distributed during the clinical year orientation detailing specifics for the clinical year.

Entry into the 29-month St. Ambrose Physician Assistant program will be a competitive process. Applicants must have earned their undergraduate degree; successfully completed specific prerequisite courses; and gained at least 500 hours of health care experience.

Thirty-member cohorts will begin with classroom and laboratory studies including anatomy, pathology, physical examination and clinical medicine during the first 14 months, followed by 15 months of clinical rotations under the supervision of physicians and other specialists in required and elective practice areas of clinical specialization. Based on projected needs in rural states, the program will emphasize primary care. Graduates will be eligible to seek licensure to practice in one or more of the 50 states.

The first class is expected to matriculate July 2014. Online applications will be accepted through CASPA (Central Application Service for Physician Assistants).

#### **Note:**

The St. Ambrose University Master of Physician Assistant Studies program has applied for provisional accreditation from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

The St. Ambrose MPAS program anticipates matriculating its first class in July 2014, pending provisional accreditation at the September 2013 ARC-PA meeting.

Provisional accreditation is an accreditation status for a new PA program that has not yet enrolled students, but at the time of its comprehensive accreditation review, has demonstrated its preparedness to initiate a program in accordance with the accreditation *Standards*.

Upon completion of this initial accreditation process, we anticipate that if the first class begins study in the summer of 2014, that cohort will graduate in December 2016.

#### **Admissions Requirements:**

##### **Candidates for admissions must meet the following criteria:**

- Earned bachelor's degree from a regionally accredited institution (in major of choice)
- Completion of on-line CASPA application including personal statement and references

- Completion of all prerequisite classes with a grade of "C" or higher
- Minimum of 3.0 cumulative GPA on 4.0 scale
- Graduate Record Exam Scores (The test scores must be within five calendar years prior to the term of intended enrollment)
- SAU Supplemental Application
- Document at least 500 hours of health care experience with direct patient contact
- Campus Interview

##### **Prerequisite Classes**

- 16 credit hours in biological sciences with labs covering general biology, human anatomy, human physiology and microbiology (anatomy and physiology classes may be taken separately or together if part of a two course section - if transferring these credits, take both at same college or university)
- 15-16 credit hours in chemistry with labs to include general chemistry, biochemistry and organic chemistry (biochemistry lab recommended if available - other labs required)
- 3 credit hours in statistics or biostatistics (additional mathematics class may be needed as prerequisite for science and statistics)
- 9 credit hours in psychology to include general psychology, abnormal psychology and either lifespan or developmental psychology
- 6 credit hours in English composition to include introductory course and additional writing course
- Medical terminology

##### **Other Recommended Courses**

- Oral communication
- Biomedical ethics

##### **Curriculum:**

###### **Year 1: Summer Course (8 weeks)**

BIOL 550. Gross Anatomy, 5 credit hours  
*5 credit hours total*

###### **Year 1: Fall Courses**

MPAS 510. Advanced Physiology, 5 credit hours  
MPAS 520. Medical Pathology, 5 credit hours  
MPAS 530. Clinical Laboratory Science, 3 credit hours  
MPAS 600. Professional Practice Issues, 1 credit hour  
MPAS 620. Communication in Medicine I, 2 credit hours  
MPAS 630. Healthcare Systems, 2 credit hours  
*18 credit hours total*

###### **Year 1: Spring Courses**

MPAS 640. Medicine I, 8 credit hours  
MPAS 650. Pharmacotherapy I, 3 credit hours  
MPAS 660. Clinical Skills I, 2 credit hours  
MPAS 625. Communication in Medicine II, 1 credit hour  
MPAS 670. Issues in Research I, 3 credit hours  
*17 credit hours total*

## **Year 2: Summer Courses**

MPAS 645. Medicine II, 11 credit hours  
MPAS 655. Pharmacotherapy II, 3 credit hours  
MPAS 680. Behavioral Medicine, 4 credit hours  
MPAS 665. Clinical Skills II, 1 credit hour  
MPAS 690. Medical Ethics, 2 credit hours  
MPAS 675. Issues in Research II, 1 credit hour  
*22 credit hours total*

## **Year 2: Fall Courses**

MPAS 677. Research Application, 2 credit hours  
MPAS 700s Clinical Preceptorships, 12 credit hours  
*14 credit hours total*

## **Year 2: Spring Course**

MPAS 700s Clinical Preceptorships, 16 credit hours  
*16 credit hours total*

## **Year 3: Summer Course**

MPAS 700s Clinical Preceptorships, 16 credit hours  
*16 credit hours total*

## **Year 3: Fall Course**

MPAS 700s Clinical Preceptorships, 16 credit hours  
*16 credit hours total*

## **Total credit hours: 124**

*Note: We do not allow for advanced standing, regardless of previous graduate work in healthcare. All incoming students must complete the entire PA curriculum.*

# **Master of Science in Information Technology Management**

## **College of Arts and Sciences**

As the Information Systems field expands business and industry leaders are faced with a number of problems associated with staffing an IS department.

Management of the IS department requires skills and knowledge specialized towards the IS field. An IS manager needs a strong technical background in order to understand and appreciate the special needs and problems associated with IS. Traditional MIS concentrations within MBA programs do not usually provide the depth needed for these specialized management issues.

Also, fundamental business and management practices need to be understood in order to work effectively within a business environment. A traditional graduate program in computer science does not provide the skills and knowledge needed by a manager to work effectively within an organization. As the size and number of IS departments increases these issues become more critical.

The MS in Information Technology Management (ITM) is a partial answer to these problems. The program is a blend of information systems theory and business management that is designed to provide the broad technical skills needed in an IS

department and management skills needed to work effectively within an enterprise.

## **Entrance Requirements**

1. Individuals with a bachelor's degree in any field may apply for admission to the St. Ambrose MS.ITM program.
2. Official transcripts from each undergraduate and graduate school attended must be sent to the College of Business Office.
3. A cumulative undergraduate GPA of 2.8 or better on a 4.0 scale is required for unconditional acceptance into the MS.ITM program.
4. A 6.5 on the IELTS test or 563 on the TOEFL exam or at 2 semesters of academic work in English (excluding ESL classes) at the University level, while maintaining a 2.0 GPA.

Admission decisions will be made based on a thorough review of all application materials.

Applicants who do not meet the minimum standards for unconditional acceptance but who have an undergraduate GPA between 2.6 and 2.8 may submit a written appeal to the department in consideration for conditional acceptance.

In addition, a student accepted into the Master of Science in Information Technology Management degree program will be required to meet all prerequisites for each MS.ITM and MBA course before the particular course is attempted. MS.ITM coursework may require students develop and/or interpret programs written in a high-level programming language (Java is preferred). All undergraduate prerequisites must be completed with a grade of C or higher.

## **Transfer of Credit**

MS in ITM candidates may transfer graduate level credit from another university. Approval of transfer credit is based on the following criteria: the credit must have been earned within the 5 year program completion period, is graduate level credit from an accredited university, a grade of B or higher was earned in the course, and the course is deemed equivalent to a course offered by SAU and applicable to the MS in ITM. In no case will more than 9 transfer credits be applied to the requirements for the MS in ITM.

## **Admissions Appeal Procedure**

A written request for review must be submitted that describes any extenuating circumstances that would explain the non-qualifying GPA. In addition the candidate may also include a professional resume and letters of recommendation that speak to the candidate's abilities and commitment to graduate level work. The candidate may also include any other materials he/she feels would be beneficial for admissions consideration. After reviewing the materials submitted by the candidate the department may request an interview.

Candidates placed on conditional admission status, will be granted full admission once a minimum grade point average of 3.0 has been obtained in the candidates first four graduate level MS.ITM program courses.

## **Student Retention Policy**

1. The student must maintain at least a 3.0 average in all graduate course work.
2. Only two C's are allowed in graduate level courses including graduate level prerequisites.
3. A student who falls below a 3.0 GPA in graduate work will be considered on probation. The student must remove the probationary status within 9 credit hours of course work. If the probationary status is not removed, the student is dismissed from the program.
4. A student dismissed for academic reasons may reapply for admissions after one calendar year and should follow the Admissions Appeal Procedure.
5. A course may be retaken only once in order to improve a grade and a maximum of three classes may be repeated for grade improvement purposes.
6. There is no residency requirement.
7. A student must complete the degree within a 5-year period.

### Degree Requirements

The requirements for the MS in ITM are divided into three components: computer core, business core, and electives. The minimum required credit hours is 36. All courses listed below are 3 credit hours.

**Computer Core:** 15 credit hours required: CSCI 560, 570, 600, 640, 650.

**Business Core:** 9 credits required. Take one course from each skill area.

- **People Skills:** MBA 690, MOL 529, MOL 501 or MBA/MOL 621
- **Organizational Skills:** MBA 730, MBA 731, MBA 785, MOL 515, MOL 625 or MOL 645
- **Analytical Skills:** MBA 600, MBA 606, MBA 626 or MBA 670

**Electives:** Complete 12 credit hours from the following. (At least 9 credit hours must be selected from CSCI courses): CSCI 515, 630, 660, 740, 780, and 790.

**Optional:** Recommended for those seeking career change or for enhancement of experience base, take CSCI 775.

## Master of Science in Speech-Language Pathology

### College of Health and Human Services

The Master of Speech-Language Pathology program is a full-time two year graduate program (60 credit hours) that accepts students the fall of each academic year. The first year of the program students are concurrently involved in academic course work and clinical experiences. During the last two semesters of the program, students are enrolled in two, 12 week clinical internships. Students also take one online course while enrolled in their first internship and a second online course while enrolled in their second internship.

Applicants for the Master of Speech-Language Pathology program who have not completed an undergraduate degree in

Communication Sciences and Disorders are required to take 6 undergraduate level prerequisite courses (see admission requirements). The undergraduate prerequisite courses are generally offered during summer sessions, with three classes being offered each summer. Classes then alternate every other summer and additional offerings may occur during the academic year. Students who are interested in applying for the Master of Speech-Language Pathology program should start the prerequisite courses no later than the summer following their junior year. All courses require permission of the MSLP program director for enrollment.

Upon completion of the academic course work and clinical practicum requirements, individuals applying for certification in speech-language pathology must complete a Speech-Language Pathology Clinical Fellowship (SLPCF) experience under the mentorship of an individual holding the American Speech-Language-Hearing Association (ASHA) certification. This experience must consist of the equivalent of 36 weeks of full-time clinical practice, with full-time defined as 35 hours per week. Applicants for certification in speech-language pathology must also successfully complete the Praxis examination in speech-language pathology that is administered by the Educational Testing Service (ETS). Applicants often take this exam during their last year of the program. For more information on the Praxis exam, please visit the following website: <http://www.asha.org/certification/praxis/>. In most states, a professional license is also required for practice. Additional courses might also be required by individual states in order to work as a speech-language pathologist in the schools.

For more information on state licensure requirements, please visit the following website <http://www.asha.org/advocacy/state/>. St. Ambrose University's Master of Speech-Language Pathology program currently holds candidacy accreditation status, and is expected to complete requirements for full accreditation August 1, 2014. The terminal degree for speech-language pathologists in the United States is a master's degree in speech-language pathology from a graduate program that has received candidacy accreditation status or full accreditation status. For more information on candidacy accreditation status and what this means to students, please visit the following website [http://www.asha.org/Certification/slp\\_standards/#Std\\_I](http://www.asha.org/Certification/slp_standards/#Std_I).

If you have additional questions about the program's accreditation status, please contact the Accreditation Department at ASHA at [ACCREDITATION@ASHA.ORG](mailto:ACCREDITATION@ASHA.ORG) or 800-638-8255.

### Mission Statement

The mission of the program is to develop exceptional speech-language pathologists who are dedicated to positively impacting their communities through service, advocacy and scholarship.

### Program Goals

1. To provide opportunities that engender students with the basic concept of the inherent dignity of every person.
2. To foster a moral code of mutual respect, honesty, and integrity in students through academic experience, clinical practice, professional interactions, and scholarly endeavors.
3. To provide a program where faculty and clinical supervisors have the requisite knowledge and skills to

- provide quality instruction to graduate students.
4. To provide a graduate curriculum that is specifically designed to prepare students for entry into independent professional practice as speech-language pathologists.
  5. To provide opportunities for students to develop a greater understanding and awareness of human cultures, capabilities, and limitations.

### Student Learner Outcomes

1. Students will demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. Students will demonstrate ability to integrate information pertaining to normal and abnormal human development across the life span.
  2. Students will demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences, and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates across the “big nine.” The “big nine” includes: articulation, fluency, voice and resonance (including respiration), receptive and expressive language, hearing (including the impact on speech and language), swallowing (oral, pharyngeal and related functions including oral function for feeding, orofacial myology), cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning), social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities), and augmentative communication modalities.
  3. Students will demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders across the “big nine” (see student learning outcome number 2 for details).
  4. Students will demonstrate knowledge of the principles and rules of the current ASHA code of ethics.
  5. Students will demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.
  6. Students will demonstrate knowledge of contemporary professional issues.
  7. Students will demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.
  8. Students will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.
  9. Students will demonstrate evaluation skills across the “big nine” (see student learning outcome number 2 for details).
  10. Students will demonstrate intervention skills across the “big nine” (see student learning outcome number 2 for details).
11. Students will demonstrate appropriate professional interaction.
  12. Students will summarize the roles and responsibilities of other professionals who work for education and health care related fields.

### Admission Requirements

1. An overall GPA of 2.85 or higher at time of application and at time of graduation from an undergraduate program.
2. A GPA of 3.0 or higher in courses directly related to the study of communication sciences and disorders at time of application and at time of graduation from an undergraduate program.
3. A minimum of one course with a grade of ‘B’ or better in each of the following areas: biology, statistics, social sciences, and chemistry or physics. A grade of B- is not considered as meeting these admission requirements. A passing grade in a pass/fail graded course will not be considered as meeting this requirement.
4. Completion of the following prerequisite courses prior to enrollment in the SAU MSLP Program:
  - Phonetics
  - Articulation and Phonological Disorders
  - Neurology, Anatomy, and Physiology of the Speech and Hearing Mechanisms
  - Speech and Hearing Science
  - Language Development
  - Audiology and Aural Rehabilitation
5. Verification of the following prior to first day of classes: Completed SAU Background Check; Current CPR certification; Completion of SAU Health Form (all students sections and requirements for health sciences student sections); Completion of 25 observation hours with speech-language pathologists who had national certification at the time the observation hours were completed.

### Application Procedure

Applications are received through the Council of Academic Programs in Communication Sciences and Disorders Centralized Application Service for Clinical Education in Audiology and Speech Language Pathology (CSDCAS). The deadline for applications to St. Ambrose University’s MSLP program is February 1 for the next academic year. The Centralized Application Service provides a convenient and efficient process to apply to multiple schools using a single web-based application. The system provides a real-time status tool so applicants may check the status of their application, transcripts, and letters of reference online at any time. You can log onto a secure site (<https://portal.csdcas.org>) to fill out a common application which will be sent to each school that you apply to. Be aware that once an application has been submitted through CSDCAS, CSDCAS requires 4-6 weeks to verify transcripts and an additional 1-2 weeks for the program to have received the verified applicant via regular mail. Be aware also that St. Ambrose University’s MSLP applications committee reviews only those applications which have been submitted, completed, and *verified* by CSDCAS by our Feb. 1 application deadline. Therefore, we encourage applicants to complete and submit their application prior to Jan. 1.

Please note additional requirements or application procedures may be added. Persons should check with the MSLP program for the most current information.

### **Admissions Appeal Procedure**

Applicants to the SAU MSLP Program who have been denied acceptance into the program may appeal the decision to the Program Director. Applicants have two weeks from the decision date to inform the Program Director of his/her plan to appeal the admission decision. The Program Director and applicant will arrange a time to meet face-to-face or via the phone to discuss the decision within one week of the Program Director being informed of the person's plan to appeal. The applicant will then have one week following that conversation to submit a letter and, if necessary, supporting documentation to support reasons why the denial should be overturned. The MSLP Admissions Appeal Committee will review the original application and additional materials, and will then have two weeks to inform the applicant of the appeal committee's decision. The MSLP Admissions Appeal Committee consists of two MSLP faculty members and an SAU faculty member from another department or program.

### **Transfer Credits and Clinic Hours**

Students accepted into the SAU MSLP program for graduate study as a transfer from an accredited Speech-Language Pathology program at another institution of higher education will have their transcripts reviewed to determine which speech-language pathology courses are transferable. No more than 3 credits of undergraduate and/or graduate level coursework in the area of speech-language pathology will be allowed to transfer. If the graduate transfer student obtained clock hours for clinical practicum, those clock hours will be accepted toward the requirements for certification as long as they were obtained while attending an accredited institution of higher education and under the requirements set forth by the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

### **Retention Policy**

MSLP students are required to maintain a GPA of 3.0 (B) grade point average or above each semester they are enrolled in the program, as well as a cumulative GPA of 3.0. At any point in the process of completing the program when a student falls below a 3.0 grade point average, he/she is placed on academic probation and has one semester to bring their GPA in the program to 3.0. Failure to do so may result in dismissal from the program.

### **Degree Requirements**

1. A minimum of 75 semester credit hours completed in a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology.
2. A minimum of 57 graduate semester credit hours completed in a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology.
3. Completion of a graduate research project.
4. Completion of a minimum of 400 clock hours of supervised

clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact. 325 of the 400 clock hours must be completed during graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Be aware that students seeking licensure in Iowa are required to have a minimum of 400 clock hours of supervised clinical experience, which does not include observation hours.

5. Completed application for graduation filed with Records and Registration one semester before the completion of the program requirements.
6. Completed Knowledge and Skills Acquisition (KASA) form.
7. Graduate GPA of 3.0 or higher on a 4.0 scale.
8. Completion of program of study.
9. If you borrowed federal student loans at any time during your graduate program, federal regulations require students to complete loan exit counseling before they receive their diploma. Exit counseling can be done online at [www.studentloans.org](http://www.studentloans.org).

## **Master of Social Work**

### **College of Health and Human Services**

The Master of Social Work (MSW) program began instruction in August 1997. The Master of Social Work degree places an emphasis on empowerment social work practice. To accommodate all students, the program offers full-time, part-time and advanced standing components.

**Note:** The following information may be subject to change as the program evolves through the faculty approval process.

### **Accreditation**

The MSW program is nationally accredited by the Council on Social Work Education.

### **Admission Procedures**

The admissions process includes application to the University and application to the MSW program. To apply to the program, students should submit the following directly to the School of Social Work:

1. Submit the Application for Admission to Graduate Studies to the School of Social Work, St. Ambrose University, 518 West Locust Street, Davenport, Iowa 52803. Submit Supplemental Application Information for the MSW Program and official transcripts to the School of Social Work. Both applications may be completed online at [www.sau.edu/msw](http://www.sau.edu/msw).
2. Attach your personal statement of educational and career goals as indicated on the social work application and submit to School of Social Work.
3. Submit three (3) references directly to School of Social Work. Use the reference forms provided. References should be employers or instructors who are in a position to judge your potential for social work practice and graduate



study. It is your responsibility to see that references submit completed forms.

Application forms and a program description may be obtained by visiting the School of Social Work's website at [www.sau.edu/msw](http://www.sau.edu/msw). Your application cannot be acted upon until all application materials are received. Completed applications for admission are evaluated on a monthly basis. Admission will close when all student positions are filled. It is to the student's advantage to complete the application process early.

Application deadlines are as follows: Full-time (fall)—May 15; Part-time (fall)—August 1; Advanced standing (summer)—May 15; Advanced standing (spring)—December 1. To be eligible for departmental scholarships, fellowships and graduate assistantships, students must be accepted into the program prior to April 1.

In addition to meeting the eligibility criteria of St. Ambrose Graduate Studies, the MSW program requires:

A bachelor's degree from a regionally accredited college or university with evidence of a liberal arts foundation to include the following minimum credit hours: social and behavioral sciences (18 hours); humanities (9 hours); statistics (3 hours). A course in statistics must be completed prior to enrolling in MSW 720, Social Work Program Evaluation. A related, non-statistics course (e.g. Math, Research Methods) may be acceptable if 80% of the course content focuses on basic statistics. For non-statistics courses, applicants must submit a catalog description and a course syllabus to the MSW Program Director for determination of whether this eligibility criterion has been satisfied.

The following list of Liberal Arts distribution areas will be used to determine where a course belongs: humanities or social and behavioral sciences. The Admissions Committee will review the applicant's transcript to determine whether or not the liberal arts requirement is satisfied.

**The social and behavioral sciences include:**

- Anthropology, biomedical history, communications, economics, environmental studies, geography, history, international studies, political science, psychology, social work, sociology, urban planning, women's studies, all ethnic studies courses.

**Humanities include:**

- Architecture, art, art history, classics, comparative literature, dance, drama, English, landscape architecture, linguistics, music, philosophy, religious studies, speech communication, all foreign languages and literature.

**Admissions Decisions**

Decisions on admissions will be determined using the following criteria:

- Demonstrated potential for graduate studies by maintaining a 3.0 or better undergraduate grade point average.
- Evidence of interest, ability, and potential for professional social work practice on an advanced level as demonstrated by three (3) letters of recommendation and a written personal statement.
- Completed liberal arts audit form.

After each application is evaluated by the Admissions Committee, a recommendation is made to the Director of the program. The committee does not make its recommendation on one factor alone; each factor is considered in light of the total application. Written notification of admission is sent to the applicant.

**Admissions Appeal Procedure**

Applicants for admission to the Master of Social Work program have a right to appeal and adverse recommendation related to admission to the MSW program to the Director of the School of Social Work and ultimately to the Dean of the College of Health and Human Services.

**MSW Program Grading Policy**

Each course instructor is responsible for establishing and notifying students of the guidelines required to complete course work. The School of Social Work has set the following criteria of letter grading for admissions and eligibility for the Social Work Honor Society: A, A-, B+, B, B-, C+, C, F.

Other grading assignments (P/NP, I, W, and IP) and policies (auditing, quality-points, "Resident Credit," withdrawal from the University, policy on academic dishonesty, statement on satisfactory progress, retaking a course (second grade option), are outlined in this catalog and the student handbook.

**Student Retention Policy**

The School of Social Work requires students to maintain a cumulative GPA of 3.0 (on a 4.0 scale) in their professional curriculum. Students not maintaining this level will have an academic review by the full time faculty members. Failure to maintain a cumulative GPA of 3.0 following a probationary semester could result in the student being dismissed from the program. Readmissions to the program will be based upon reapplication through the regular admissions process.

**Programs**

The School of Social Work at St. Ambrose University has developed three different programs for persons seeking Master of Social Work degrees: standard full-time, advanced standing, and part-time. All three delivery structures have the same standards and require both classroom study and practicum experience, working under supervision in a social work agency or setting. The MSW program recognizes that a student may be unable to carry out the program as scheduled. Students who make changes in the course sequence should anticipate adding one or more semesters to their original schedules. Any changes should be carefully planned with the student's academic advisor and permission sought from the Director.

Both full-time and part-time students follow the same sequence of courses. Students are expected to be able to arrange time during regular business hours for 16 hours per week to carry out practicum requirement in a social service agency or setting.

**Standard Full-Time Program**

This program calls for two academic years of study and completion of 60 credit hours. Students ordinarily spend two days a week on campus taking classroom courses and a

minimum sixteen hours a week in social work agencies or settings gaining social work experience under supervision. These combined experiences help the student synthesize and integrate social work theory and practice. Practicum education, including the agency field experience and concurrent seminar accounts for 20 credits and other classroom course work accounts for 40 credits for the MSW degree. When possible, practicum placements may be developed for students in agencies in the region in which they live or work.

### **Part-Time Program**

St. Ambrose University has developed a part-time program, making it possible for the highly motivated student to obtain the MSW degree on a part-time basis over three years, including summer sessions. Some students find that a four-year schedule is necessary due to personal responsibilities but the MSW program encourages students to complete in the three year time frame. Students must fulfill all degree requirements within four years from date of initial enrollment.

The basic part-time program is delivered on Saturdays, during which students take two classroom courses (six credits) in the fall and spring semesters and two courses on Saturdays in the summer sessions. Practicum placement requirements take place in the second and third fall and spring semesters, requiring enrollment in nine credit hours in each of those semesters. Part-time students must plan time during regular business hours for the 16 hours per week practicum experience.

### **Advanced Standing Program**

The MSW program at St. Ambrose University offers an accelerated curriculum option available to highly qualified graduates of baccalaureate social work programs accredited by the Council of Social Work Education. Consideration for advanced standing is given only to those social work graduates with superior academic standing and exceptional references. Applicants for advanced standing must meet all the admissions criteria required for standard admission. Additionally, advanced standing applicants must have graduated from an accredited baccalaureate program within the past seven years, from the date of application, with a (B-) grade in all required social work courses. Applicants should submit an official transcript of their undergraduate work for review by the Admissions Committee of the MSW program. The program may request a baccalaureate program bulletin, course syllabi, title and descriptions of courses, and reading lists. Decisions will be made on the basis of comparability of the undergraduate social work courses to relevant areas of foundation curriculum. Students given advanced standing may receive recognition of up to 21 credits toward the MSW. Students accepted for advanced standing must complete concentration requirements as well as those foundation courses which were not exempted.

Full-time students admitted with advanced standing credit ordinarily begin in a six-week summer session scheduled especially for them. During this special summer session students will register for 9 credit hours in foundation courses MSW 620 Diversity and Social Systems (3), MSW 720 Social Work Program Analysis (3), MSW 820 Social Policy Analysis (2), and MSW 525 Practice Skills Lab (1). Other arrangements can be made for advanced standing part-time students, integrating their

schedules with those of the part-time schedule.

### **Post-MSW School Social Work Preparation**

St. Ambrose University School of Social Work offers coursework leading to the recognition and certification as a school social worker in Iowa and Illinois. Persons holding MSW degrees from CSWE accredited programs who wish to meet eligibility requirements as a school social worker must speak with the Director of Field Education regarding the process for determining required coursework and the availability of school social work internship site. Students in good standing with their former programs may apply to the SAU School of Social Work for the Post-MSW school social work program to complete up to ten credit hours.

### **Transfer of Credits**

Students from other accredited graduate schools of social work may receive recognition of up to 30 credit hours, provided the relevant transferrable courses were completed not more than five years prior to the date of application. No credits, other than those from an accredited graduate school of social work, will be transferred from other institutions. Academic credit for life experience and previous work experience will not be given, in whole or in part, in lieu of field practicum or of courses in the Social Work program.

### **Generalist Foundation Curriculum**

The generalist foundation curriculum prepares students to undertake a broad range of social work interventions to support the well-being of individuals, families, groups, neighborhoods, organizations, communities and society. Knowledge of ethics and values, diversity, populations-at-risk, and economic and social justice supports skill development in practice, policy, and research. The foundation curriculum builds on the liberal arts preparation of students and develops students' capacity for generalist social work practice with individuals, families, groups, neighborhoods, organizations, communities, and society. The foundation curriculum also builds a base from which to develop the necessary knowledge and values for critical thinking and intervention skill characteristic of the advanced social work practitioner. Students are expected to explore their own belief systems, to experience the dynamics of change, and to be open to diversity of opinion, status, and condition.

### **Generalist Foundation Courses**

MSW 510: Generalist Practice I  
MSW 520: Generalist Practice II  
MSW 591: Field Instruction I  
MSW 592: Field Instruction II  
MSW 601: Field Seminar I: Policy Issues  
MSW 602: Field Seminar II: Policy Practice  
MSW 610: Human Behavior Theories  
MSW 710: Social Work Research Design  
MSW 810: Social Welfare Policy

### **Empowerment Concentration Curriculum**

The concentration curriculum is a single concentration of empowerment social work practice. This concentration curriculum moves beyond the foundation theories and skills for

generalist practice to an empowerment method of social work practice involving higher levels of complexity of theoretical content, greater expectation for students to demonstrate use of self in applying multiple interventions with client systems, and skills in shaping policies and service delivery systems. Emphasis is placed on developing critical thinking and decision-making skills and increasing comfort with the ambiguity inherent in working with complex human social systems. Required and elective concentration courses provide advanced knowledge and skills for students to maintain a strengths and contextual focus, collaborate with clients, synchronize change strategies, take political action, and reflect on practice for professional and personal enhancement across various fields of social work practice.

#### **Empowerment Concentration Core Courses**

MSW 525: Practice Skills Lab  
MSW 530: Empowerment Practice I  
MSW 540: Empowerment Practice II  
MSW 593: Field Instruction III  
MSW 594: Field Instruction IV  
MSW 603: Field Seminar III: Social Work Ethics  
MSW 604: Field Seminar IV: Ethical Decision-Making  
MSW 620: Diversity and Social Systems  
MSW 720: Social Work Program Evaluation  
MSW 820: Social Policy Analysis

#### **Empowerment Concentration Electives**

The student chooses twelve (12) semester units of empowerment concentration electives from the options offered in the MSW program during the year. The choice of electives should be consistent with the ultimate goal the student may have for his/her professional career. With advisor and director consent, other electives from an accredited MSW program within the past five years may be used.

#### **Empowerment Concentration Elective Courses**

MSW 550: Empowerment Social Work in Mental Health  
MSW 560: Empowerment Social Work in Child Welfare  
MSW 570: Couple and Family Therapy  
MSW 580: Empowerment Social Work in Aging  
MSW 590: Advanced Group Work  
MSW 595: Field Externship  
MSW 830: Supervision  
MSW 840: Exceptional Child for Social Workers: Cross  
Categorical Special Education Methods  
MSW 850: Empowerment Social Work in School Settings  
MSW 860: Economic and Social Justice  
MSW 870: Management in Human Services  
MSW 910: Mental Health Policies and Practices in India and in  
the United States  
MSW 920: Empowerment Social Work with Substance Using  
Disorders  
MSW 930: International Social Work and Social Welfare  
MSW 940: Feminist Social Work  
MSW 950: Empowerment Social Work in Healthcare  
MSW 960: Collaborative Practice with Clients in Difficult  
Situations  
MSW 970: Spirituality and Social Work

MSW 980: Trauma Informed Child Welfare Practice  
MSW 990: Special Topics

#### **Field Education**

Field practice is a central component in each student's professional education. Field education placements provide the student with a range of practice experiences to promote the integration of theoretical learning from class work, and to develop knowledge, values, and skills for social work practice. All field students are at their field agency for a minimum of sixteen (16) hours a week during both the fall and spring semesters. Students in the Advanced Standing program complete field work during their one year in full time residence. Part-time students complete field work during the fall and spring terms of their second and third years of study.

# Doctoral Program Requirements

## Doctor of Business Administration College of Business

### Mission

The mission of the St. Ambrose University Doctor of Business Administration program is to enable experienced professionals with an advanced degree to develop a deeper understanding of management theory for the advancement of knowledge and professional practice.

### Overview

The DBA Program is in Management and focuses on the areas of organizational behavior, human resources, organization theory, and strategic management. The DBA Program consists of twelve three credit hour courses, which include a readings seminar in each of the above areas, four elective courses, and four research methodology courses. In addition to the coursework, students prepare and take their written and oral comprehensive examinations. Upon successful completion of comprehensive exams, students undertake a dissertation (twelve credits) under the supervision of a dissertation chair and committee members.

### Program Goals and Objectives

The DBA program introduces students to a whole new world of management ideas and teaches students a fresh approach to critically thinking about complex managerial issues. The DBA program:

- Enhances students' abilities in their current jobs and prepares them for advancement by building their understanding of organization strategy and firm performance, advancing their comprehension of human behavior in organizations and improving their analytical skills.
- Provides students with the needed skills and credentials to pursue consulting opportunities.
- Increases students' marketability in industry by developing their management expertise and business knowledge.
- Provides students with credentials that enable them to pursue an academic career.

### Admissions

1. Completed application and application fee.
2. Written statement of educational and professional goals, and explanation of how the DBA program will help achieve them.
3. Current resume.
4. Three letters of recommendation to be forwarded directly by references to St. Ambrose University. At least one letter should be from an employer who is qualified to discuss the candidate's professional skills. At least one letter should be from a professor who is able to comment about the candidate's performance and ability to pursue doctoral studies.

5. A minimum of one and up to three written scholarly project as testimony to scholarship.
6. Official copies of GMAT scores.
7. Official transcripts to be forwarded directly from all colleges and universities previously attended.
8. A master's degree in business, management, economics, accounting, or a related but acceptable field from an accredited educational institution is required. If the master's degree is in an area outside of business, it may be necessary to complete relevant business course work prior to entrance into the DBA program.
9. A personal interview may be required.
10. For candidates whose primary language is not English, the TOEFL score will be required.

### Admission Decisions

Admissions decisions are made by the Admissions Retention Committee after an applicant's file is complete.

### Curriculum

DBA 901. Research Methodology  
DBA 902. Statistical Techniques I  
DBA 903. Statistical Techniques II  
DBA 910. Readings Seminar: Organizational Behavior  
DBA 911. Readings Seminar: Human Resources  
DBA 912. Readings Seminar: Organization Theory  
DBA 913. Readings Seminar: Strategic Management  
DBA 925. Case Research in Management

*Choose four from the following eight elective courses:*

DBA 930, 931. Special Topics: Human Resources  
DBA 940, 941. Special Topics: Organizational Behavior  
DBA 950, 951. Special Topics: Organization Theory  
DBA 960, 961. Special Topics: Strategic Management

### Other Requirements

Written and oral comprehensive exams  
DBA 990. Dissertation

## Doctor of Physical Therapy College of Health and Human Services

St. Ambrose University offers the Doctor of Physical Therapy (DPT) program to prepare physical therapists to help meet the current and emerging health care needs. This clinical doctorate provides students with the knowledge and skills needed to deliver high quality physical therapy services, and includes training in clinical decision-making and evidence-based practice, and skills to care for medically complex patients. Our faculty members are dedicated to providing students with the knowledge, skills and confidence to become integral members of the modern health care team. Building upon St. Ambrose's long history of liberal arts studies, the DPT program is distinguished by a rich environment of academic excellence, including a very high graduation rate, and first time passing rate on the National Physical Therapist Examination required to become licensed, top-flight clinical experiences and perfect employment rate for our graduates.

The DPT is a full time graduate program that culminates in a clinical doctoral degree. By design, the carefully sequenced and integrated graduate curriculum is efficiently organized to allow for completion of the DPT in two-and-a-half years. Students are admitted to the program through three tracks described later. Physical Therapy classes are enriched through the assistance of guest speakers from collaborative disciplines, and the curriculum is responsive to evolving trends in health care. Students can choose clinical placements from a pool of more than 500 sites, including general and specialized practice settings.

### **Professional Doctor of Physical Therapy Program Mission**

The mission of the Doctor of Physical Therapy Program is to prepare highly competent physical therapists who have the broad knowledge and skills required for the scope of physical therapist practice. Graduates of the program will be known for their compassionate care for all individuals, professional development, commitment to life-long learning, and high standards of professional behavior.

### **Admissions Process**

Acceptance into the professional phase of the program is accomplished through a competitive application process. Applicants to the DPT program choose one of three admissions tracks. Up to 36 students are admitted into the professional phase of the DPT program each fall.

### **Track I**

Track I applicants are high school seniors enrolling at St. Ambrose. Each year up to 15 high school seniors are granted placement in Track I positions and are selected through a competitive application process. To be considered, students must meet all Track I Phase A requirements and apply by the February 15 deadline. Track I students utilize a "3+2.5" plan of study (three years of undergraduate work plus two-and-a-half years in the DPT program). Students accepted into Track I apply the first year DPT courses toward completion of their SAU undergraduate degree. Bachelor's degree must be awarded prior to the start of the second year in the DPT Program. The Track I student will be guaranteed admission into the DPT program if all Phase B requirements are met. Students who do not meet advancement criteria remain eligible to apply to the program through Track II or Track III. Track I applications are available through the Physical Therapy Department.

### **Track I / Phase A High School Prerequisites**

To apply for a Track I position high school seniors will need to:

- Meet the entrance requirements of St. Ambrose University.
- Have completed the equivalent of one year each of high school biology and chemistry. One year of high school physics is strongly recommended.
- Attain minimum 3.5/4.0 unweighted high school GPA.
- Score a minimum of 24 on the ACT or 1090 on the SAT.
- Have completed, and provide documentation of at least 20 hours of observation with a licensed physical therapist in one or more physical therapy settings.
- Complete an acceptable on-site personal interview with DPT faculty members. Interviews will not be scheduled

until applications are complete.

### **Track I / Phase B College Requirements**

Track I students are required to meet the following criteria in order to advance into the DPT program in their senior year:

- Complete all bachelor's degree requirements in their major other than those to be completed in the first year of the DPT program.
- Complete all prerequisite courses with a grade of "C" or above prior to entering the DPT program.  
\*Note: A grade of C- is not accepted. Students in Track I who will not complete the prerequisites by the spring admissions deadline must provide a detailed written plan of study for completion of the remaining prerequisites prior to final admission into the DPT program.
- Earn and maintain a minimum of 3.3 cumulative overall GPA, and a minimum of 3.3 prerequisite GPA by the end of their fourth semester at SAU.
- Complete the GRE, with a combined score of 291 or higher on the verbal and quantitative sections.
- Complete the Track 1B application form provided by December.
- Document at least 50 hours of observation with a licensed physical therapist in two or more practice settings, to include at least one outpatient setting (may include the 20 hours completed for Phase A.) All hours are required to be completed at the time of submitting the application.
- Submit official transcripts from all undergraduate institutions attended.
- Provide two favorable references on forms provided by the Physical Therapy Department.
- Complete an acceptable on-site personal interview with PT faculty members.

### **Track II and Track III**

Individuals interested in Track II or Track III apply online through the Physical Therapist Centralized Application Service (PTCAS) at [www.ptcas.org](http://www.ptcas.org). Early honors admission is available in the fall for Track II and III applicants with a minimum of 3.7 out of 4.0 GPA. The deadline for early honors decision applications is October 1. Spring admission deadline for all other Track II and III applicants is December 1. The minimum cumulative undergraduate GPA required is 3.0 (on a 4.0 scale) or a minimum cumulative GPA of 3.25 (on a 4.0 scale) for 18 or more semester hours in a science based graduate curriculum. A minimum prerequisites GPA of 3.0 at time of application submission is also required.

### **Track II Specific Requirements**

Track II is a "3+2.5" plan of study (three years of undergraduate study plus 2.5 years in the DPT Program). First year DPT courses are applied toward completion of the undergraduate degree, which must be awarded prior to the beginning of the second year of the DPT Program. Students from institutions other than SAU may also utilize Track II. Track II students must have completed all bachelor's degree requirements in their major other than those to be completed in the first year of the DPT Program. Students from institutions

other than SAU will need a letter from the respective Registrar's Office indicating that the first year of DPT courses will be credited toward the bachelor's degree and that the bachelor's degree will be awarded prior to the start of the second year in the DPT Program.

### Track III Specific Requirements

Individuals who are in their senior year of college or hold a bachelor's degree may apply using Track III, the "4+2.5" plan of study (four years of undergraduate work plus 2.5 in the DPT Program). The bachelor's degree must be awarded prior to the fall they anticipate entering the DPT Program from an accredited four-year college or university.

Additionally, all Track II and Track III applicants need to have:

- Completed all prerequisite courses with a grade of "C" or above prior to enrollment in the DPT program. Note: A grade of C- is not accepted. Applicants who will not complete the prerequisites by the time they apply must provide a detailed written plan of study for completion of the remaining courses prior to final admission into the DPT program.
- Documented at least 50 hours of observation with a licensed physical therapist in two or more physical therapy practice settings, to include one outpatient and one inpatient setting.
- Completed the Graduate Record Exam (GRE) and submitted official results to PTCAS.
- Submit an application to SAU through the Physical Therapist Centralized Application Service (PTCAS) at [www.ptcas.org](http://www.ptcas.org).
- Submitted official transcript from all undergraduate and graduate institutions attended to PTCAS.
- Submitted two references from individuals well-acquainted with the applicant to PTCAS.
- Completed an acceptable on-site personal interview with PT faculty members.
- International students are required to submit official scores for the TOEFL exam and must score at least 600 (written) or 250 (computerized) or 100 (internet)
- International students are required to have their transcripts evaluated through the World Education Services (WES).

Based upon GPA, GRE scores and quality of other application materials, select applicants from all Tracks will be invited for a required on-site interview. At the conclusion of interviews, admissions data will be processed by the department and qualified applicants to be invited to join the DPT program.

Students who are accepted into the DPT program will be notified in writing. An alternate list will also be developed. Acceptance responses and fees from the members of the entering class will be required by a specified deadline date. Students in the entering class will be expected to sign the Essential Functions form prior to matriculation.

### Prerequisite Courses

Course	SAU Equivalent	Credits
Biology*	BIOL 199, 200	8
Human Physiology‡	BIOL 202, 204	8
General Chemistry*	CHEM 105, 106	8
College Physics*	PHYS 203, 204	8
Statistics/Biostatistics	STAT 213	3
Intro. Psychology	PSYC 105	3
Psychology/Sociology (upper level)		3
Elective		
* with labs		
‡At SAU, physiology is included in a two semester course sequence with anatomy and includes labs. An appropriate substitute would be a 3 semester hour course in human physiology with lab.		

### Track IB/II/III Acceptance

Admitted students pay a non-refundable acceptance fee of \$200 and review and sign the form describing essential functions to be performed by DPT students. Students electing not to join the program by the specified deadline date will be replaced by an applicant on the waiting list. Petitions for waivers of prerequisite courses and appeals regarding the admission process must be directed to the PT Department.

### Admissions Appeal Procedure

Applicants for admission to the DPT program have a right to appeal decisions related to admission according to the following procedure:

1. Applicants must file a written appeal of any decision of the Admissions and Retention Committee within two weeks of having received written notification of a committee decision. The appeal must be sent to the director of the Physical Therapy Department and must include the reasons for challenging the Admission and Retention committee's decision.
2. The director will convene a department Appeals committee.
3. The decision of the department's Appeals Committee will be made within two weeks after receipt of the appeal.
4. The applicant will be informed in writing of the Appeals Committee's decision on the appeal within two weeks of the decision.
5. The student has a right to appeal the department's Appeals Committee's decision to the dean of the College of Health and Human Services.

### Grading Policy

Each course instructor is responsible for establishing and notifying students of the guidelines required to complete course work. The Physical Therapy Department has set the following criteria for assignment of letter grading (percent of total course work):

Letter Grade	Percent	Grade Point Average
A	> 93.0%	4.0
A-	90.0—92.9%	3.67
B+	87.0—89.9%	3.33
B	83.0—86.9%	3.0
B-	80.0—82.9%	2.67
C+	77.0—79.9%	2.33
C	73.0—76.9%	2.0
C-	70.0—72.9%	1.67
D+	67.0—69.9%	1.33
D	63.0—66.9%	1.0
D-	60.0—62.9%	0.67
F	< 60.0%	0.0
Percentages that fall below the cut-point will not be rounded up.		

In order to meet program requirement, a student must receive a 70% or higher in order to pass a course. Other grading assignments and policies (Auditing, Quality-Points, Withdrawal from the University, Policy on Academic Dishonesty, Statement on Satisfactory Progress, DPT Student Retention Policy, Retaking a Course, and Second-grade Option) are outlined in this catalog, the University Student Handbook and the DPT Student Handbook. Courses graded Pass/No Pass will require a minimum of 70% for a grade of Pass. Faculty may require a higher minimum passing rate. Refer to the course syllabus provided during the first class period.

#### Withdraw Policy

If a student withdraws from any course in the DPT program, he/she will in effect be withdrawing from the program and must reapply for admission.

#### Grade Appeal Policy Overview

When a student believes a final course grade has been assigned in error or in an arbitrary or capricious manner, he/she has the right to appeal the grade. The student should first attempt to resolve the matter with the primary course instructor. If the grade dispute is not resolved at this level, the student may initiate a formal written appeal to the department Chair. A final appeal can be made to the Dean of the College that oversees the appropriate department or, when a department Chair or Dean is the instructor involved in the appeal, to the Vice President of Academic Affairs.

#### Actions Permitted

1. Students may only appeal the final course grade. Individual assignment grades (exams, quizzes, etc.) should be discussed and resolved with the Instructor throughout the semester.
2. All recognized appeals by students and instructors should be written and delivered to the appropriate individual (Instructor, Chair, or Dean) either electronically in email

format to the appropriate individual's email address at the University, or by hard copy delivered personally to the appropriate individual. The individual appealing is responsible for assuring and establishing the delivery and receipt of a timely appeal.

3. No one may substitute personal judgment for that of the Instructor in regard to the quality of the student's work; therefore, the student must show evidence of any deviation from established procedure that adversely affects the student in the assignment of the letter grade for the course.
4. Decisions at the Chair level or higher can include either denial of the appeal or upholding the appeal, at which point the final course grade will be changed. The University does not have any liability for any impact to the student for the time period preceding any change to the final course grade in the University's Records & Registration Office.

#### Procedures and Timeline

1. Students must first attempt to resolve the grading issue with the Instructor.
2. If the student decides to formally appeal the final grade, he/she must provide a written appeal, including the justification for the appeal, to the Instructor. If the Instructor is no longer employed by the University, the student must provide the written appeal directly to the Department Director. **TIMELINE:** The appeal must be submitted by the student to the Instructor (or Department Chair if applicable) in electronic email format to the individual's University email address, or by personal delivery of a hard copy of the written appeal within 1 week from the grade submission due date posted by the University's Records and Registration Office.
3. Instructor should notify the student upon receipt of the appeal, but the student is responsible for assuring the receipt of the appeal. If the Instructor cannot be contacted, the student should notify the department Chair of his/her appeal and request assistance in contacting the Instructor.
4. Instructors will e-mail or mail a written decision to the student within 1 week of receiving the appeal. If the Instructor fails to provide a decision within 1 week, the student should notify the department Chair to intervene in obtaining the decision or furthering the appeal. **TIMELINE:** Within 1 week from receipt of the appeal.
5. After receiving the Instructor's decision, the student may appeal the final grade, in writing, to the Department Chair. It is the student's responsibility to provide evidence to support the appeal. The Chair will investigate the appeal. The investigation will include discussing the matter with the Instructor and may include requesting the Instructor to support the accuracy and fairness of his/her grading. The student's written appeal constitutes authorization for the Chair to have access to the student's educational files and grades pertaining to the appeal. **TIMELINE:** Within 1 week after receiving the Instructor's decision.
6. The Chair will render a decision on the appeal and provide the decision to the student and the Instructor. **TIMELINE:** Within 1 week from receipt of the appeal.
7. If the Chair's decision is to deny the appeal, the student may appeal the grade, in writing, to the Dean. The student

may also elect to meet with the Dean to present information directly related to the appeal. **TIMELINE:** Within 1 week after receiving the Chair's decision.

8. The Dean will provide a final decision to the student, Instructor, and Chair. **TIMELINE:** Within 1 week from receipt of the appeal.
9. If the Chair's decision is to grant the appeal, the Instructor may appeal, in writing, to the Dean. The Instructor may meet with the Dean to present information directly related to the appeal. **TIMELINE:** Within 1 week after receiving the Chair's decision.
10. The Dean will provide a final decision to all parties. **TIMELINE:** Within 1 week from receipt of the Instructor's appeal.
11. If the decision is to change a student's final grade, the change will be communicated to the University's Records and Registration Office.

### **Exceptions**

1. If the Department Chair is the Instructor involved in the appeal, the appeal goes directly to the Dean and then to the Vice President of Academic Affairs for the final decision.
2. If the Dean is the Instructor involved in the appeal, the appeal goes to the Chair and then to the Vice President of Academic Affairs for the final decision.
3. Timelines may be extended by the Chair or the Dean if necessary evidence or individuals are not available, or if the University determines that additional time is necessary to process the appeal. No exceptions or extensions of time will be granted for students to initiate a grade appeal.

### **Grading for Practical Examinations**

Practical/laboratory examinations are an important part of the DPT Curriculum. Program faculty members use these exams to assess each student's integration of cognitive, psychomotor, and affective dimensions of learning. Demonstrating safety and competence during a practical examination is considered an essential step in the student's development of entry-level patient care skills. Students are required to pass all practical exams for each course.

Students are expected to demonstrate safe practices and achieve a minimum score of 80% or a "pass" on a "pass/no pass" practical on each individual practical examination. Individual faculty will determine the relevant safety issues for the practical exams for each course. A student failing to attain the above levels on a practical exam will be required to retake that exam. If the average score between the first score and the second score is less than 80%, that average is the grade the student receives. If the average is greater than 80%, the student receives a score of 80%. It is the student's responsibility to schedule a retake time with the course instructor. Any student who fails to demonstrate safe practices or fails to achieve a minimum passing score on the retake examination will receive an "F" grade for the course. Requirements for laboratory examinations (e.g., anatomy) will be described by the course instructor.

The need to repeatedly retake practical examinations may demonstrate inadequate preparation by the student and/or identify students at risk for not passing future clinical education

experiences. Therefore, students who do not pass 80% of all practical exams during an academic year on the first attempt will meet with the Admissions and Retention Committee and their advisor in an attempt to help identify strategies to correct this problem. Continued failings of practical examinations on the first attempt may require further action ranging from remediation to dismissal from the program.

### **Student Retention Policy**

The DPT program requires students to maintain a cumulative GPA of 3.0 (on a 4.0 scale) in their professional curriculum to graduate. Students not maintaining a minimum of 2.8 cumulative GPA will be placed on academic probationary status for the semester following the cumulative GPA falling below 2.8. During the probationary semester the student will be advised weekly by their faculty advisor, with the advisor being given status reports every 4 weeks by the student's instructors during the probationary semester. Failure to maintain a cumulative GPA of 2.8 following a probationary semester will result in the student being denied permission to register for the following semester of the Doctor of Physical Therapy program. Readmission to the program will be based upon competitive reapplication during the regular admissions cycle or appeal (see below).

This catalog refers to retention policies; specifically "Retaking a Course" and "Second-grade Option," both of which permit students to retake a course, but differ in how the subsequent GPA is computed. In reality, retaking course work offered in the program would be impractical or difficult due to the sequential arrangement, as well as the anticipated overlapping schedules of first, second and third year classes.

If a student does not receive a grade of "C" or higher in a course required for graduation from the PT program, they will be notified by the office of the director and are required to satisfy one of the following options. Until this is done, they may not continue in the professional curriculum without special permission from the Curriculum Committee.

1. Retake the course if scheduling allows,
2. Take a comparable course at another institution, pre-approved by the Curriculum Committee,
3. Complete additional course work in the areas of deficiency as assigned by the course instructor (at his or her discretion) and approved by the Curriculum Committee.

The student repeating a class or completing the required independent study in a course will receive a letter grade, which, will be recorded on the official transcript following the "Second-grade Option" procedure in the SAU Catalog. Inability of the student to complete one of these options with a C grade or above will result in the student being ineligible to continue in the professional program. Readmission to the program will be based upon competitive reapplication during the regular admissions cycle.

The DPT program expects its students to utilize appropriate professional behaviors within academic, clinical and other public settings. In the academic setting, faculty members will review the professional behaviors of each student. Students receiving any unsatisfactory ratings will meet with their faculty



advisor to establish a plan with goals for remediation within an appropriate timeline. The plan and timeline will be reviewed and approved by the faculty. If the goals are not met by the approved timeline, the resulting action may range from further remediation to dismissal from the program.

In addition, the following apply to Clinical Education Courses:

1. Students will be required to pass all Clinical Education experiences in order to receive credit towards graduation.
2. The Clinical Education Office will notify students when they have received a “No-Pass” grade on a clinical education experience. This notification shall constitute a “No-Pass” for the experience, even if the student’s transcript lists a grade of “In Progress” for the course.
3. A “No-Pass” grade for a Clinical Education experience will require the student to repeat the experience at a clinical site other than the one in which the student has received the No-Pass grade. The experience must be completed within the subsequent academic session or as soon as it is practical to schedule.
4. “No-Pass” grades for two Clinical Education experiences (whether a repeat or two separate experiences) will be considered grounds for dismissal from the professional program without option to apply for readmission to this program.

Students must complete their academic and clinical course work no later than the end of the academic year following the scheduled graduation date of their class. As dictated by the Financial Aid Office, students must maintain “satisfactory progress,” as defined for all SAU graduate students, in order to retain federal student financial aid. A graduate GPA of 2.8–2.99 shall be deemed satisfactory progress provided the GPA is raised to a 3.0 after no more than two consecutive semesters. The Admissions and Retention Committee will review the grades of all students whose cumulative GPA is below a 3.0 and together with the faculty advisor, will recommend appropriate avenues for the student to attain the 3.0 status.

### **Dismissal Policy**

As describe above, students may be dismissed from the program for several reasons. These include, but are not limited to:

1. The student’s inability to make academic progress based upon his/her cumulative grade point average.
2. The student’s inability to successfully earn a grade of 70% or higher or “pass” by the second attempt.
3. The student receives a second academic course grade below a 70%.
4. The student receives two “no pass grades” for clinical education experiences.
5. The student’s inability to remediate professional behaviors.

Dismissal may also result from a violation of the St. University Student Code of Conduct. The faculty has a

responsibility to exercise its professional judgment in determining a student’s ability to continue in the program. A student, who is dismissed from the program, has the right to appeal this decision. See Dismissal Appeal Process below.

### **Dismissal Appeal Process**

A student who has been dismissed may consider the following appeal process. The appeal process must be initiated through the Physical Therapy director within two weeks of the receipt of the letter of dismissal. The following procedure will be followed:

1. The student must meet with the director who will explain the appeal process and discuss the possible outcomes. The following are examples of possible appeal decisions:
  - a. Appeal will be denied;
  - b. Appeal will be accepted. In the event of academic based dismissal, the student is allowed to take a second grade option in an attempt to raise the grade point average. An individual course within the physical therapy curriculum can only be retaken once. No more than two courses total may be retaken in the curriculum.
2. The student will obtain an appeal petition from the director and fill out the appeal petition completely.
3. The student must obtain their academic advisor’s signature on the petition.
4. The student submits the signed appeal petition to the director within one week of the date the petition is obtained.
5. The director will present the appeal petition to the Physical Therapy Admissions and Retention Committee.
6. Within one week of receipt of the petition, the chair of the Admissions and Retention Committee will contact the student to discuss the date/time of the meeting.
7. A student representative will be appointed to assist the Admissions and Retention Committee in its decision. Any members of the committee who have direct involvement in the case or who feel they cannot act in good faith can excuse themselves from the appeal process. In this case, alternate physical therapy faculty members will serve on the committee. The director will serve on the committee ex officio and will only vote if there is a tie.
8. The student has the right to represent themselves and their written petition or they can choose to submit a written petition only.
9. The committee will meet on the appointed date/time with or without self-representation by the student. If the student wishes to present their petition personally, they will be dismissed from the meeting when it is time for the discussion and decision.
10. The committee decision will be made by majority vote with secret ballot.
11. The committee will present the decision to the entire faculty and the director.
12. The director will notify the student both verbally and in

writing of the appeals decision with one week of the date of the decision.

13. If the student's dismissal appeal is denied, the student has the right to appeal this decision to the dean of the College of Health and Human Services.

### **Commencement Participation Policy**

Participation in the St. Ambrose University Commencement ceremony is a public affirmation of a student's successful completion of the DPT program. We realize, however, that select circumstances might prevent a student from completing required course work by the date of the commencement ceremony. Because we view it as desirable that students feel part of the St. Ambrose community by participating in the commencement ceremony, the following departmental policy was adopted.

In order for DPT students to participate in the St. Ambrose Commencement Ceremony, they must:

1. Have attained a cumulative DPT GPA of at least 3.0,
2. Have completed all initial or repeated Clinical Education courses with a grade of "Pass," and
3. In the case item #2 is not satisfied; continue to demonstrate satisfactory performance during any Clinical Education course up through the Thursday prior to commencement weekend.

***Participation in the commencement ceremony is not a guarantee that a student will indeed graduate from the DPT program.***

### **Professional Licensure**

It is the student's responsibility to apply in a timely manner to individual state licensing agencies for licensure as a physical therapist. Information about state licensing agencies and the National Physical Therapy Examination can be obtained through the Federation of State Boards of Physical Therapy ([www.fsbpt.org](http://www.fsbpt.org)). All application and examination fees are borne by the license applicant.

### **DPT Program Curriculum**

#### **First Year**

##### *Fall*

DPT 500: Human Gross Anatomy • 5 credits  
DPT 515: Professional Seminar • 1 credit  
DPT 530: Kinesiology/Biomechanics • 5 credits  
DPT 531: Functional Anatomy • 1 credit  
DPT 550: Introduction to Physical Therapy • 3 credits  
DPT 560: Physical Therapy Procedures I • 3 credits

##### *Spring*

DPT 520: Pathology & Medical Management • 3 credits  
DPT 540: Neuroanatomy/Neurophysiology • 5 credits  
DPT 570: Physical Agents • 4 credits  
DPT 580: Clinical Education (2 weeks) • 0 credit  
DPT 581: Clinical Education • 0 credit  
DPT 635: Clinical Exercise Physiology • 3 credits  
DPT 650: Issues in Research I • 3 credits

##### *Summer*

DPT 525: Pathology and Medical Management II • 2 credits  
DPT 590: Pharmacology • 1 credit  
DPT 645: Pediatrics • 2 credits  
DPT 800: Applied Anatomy and Physiology • 2 credits  
DPT 582: Clinical Education (3 weeks) • 0 credit

#### **Second Year**

##### *Fall*

DPT 600: Issues in Patient Care • 3 credits  
DPT 620: Musculoskeletal Therapeutics I • 5 credits  
DPT 630: Neuromuscular Therapeutics • 5 credits  
DPT 640: Cardiopulmonary Therapeutics • 3 credits  
DPT 680: Clinical Education (2 weeks) • 0 credit  
DPT 700: Issues in Research II • 1 credit  
DPT 810: Advanced Diagnostics • 1 credit

##### *Spring*

DPT 660: Prof Practice & Health Care System • 3 credits  
DPT 670: Orthotics and Prosthetics • 3 credits  
DPT 674: Integumentary Therapeutics • 1 credit  
DPT 705: Critical Inquiry • 2 credits  
DPT 720: Musculoskeletal Therapeutics II • 3 credits  
DPT 760: Physical Therapy Procedures II • 3 credits  
DPT 780: Clinical Education (2 weeks) • 0 credit  
DPT 815: Advanced Diagnostics • 1 credit  
DPT 820: Differential Diagnosis • 2 credits

#### **Third Year**

##### *Summer*

DPT 781: Clinical Education (8 weeks) • 6 credits  
DPT 830: Medically Complex Patient • 2 credits

##### *Fall*

DPT 782: Clinical Education (8 weeks) • 6 credits  
DPT 784: Clinical Education (10 weeks) • 6 credits

### **Background Check**

In order to meet students requirements of the majority of clinical sites, students are required to complete a criminal background check (including child abuse and dependent adult abuse registry checks) and physical exam with immunization history (including MMR and the two-step tuberculosis test) prior to the first clinical education experience. Students are also strongly recommended to complete the Hepatitis B immunization series (or sign declination waiver). Other immunizations or titers may be required by select clinical sites, students will be informed of these additional requirements as clinical placements are confirmed. Drug screens may be required prior to or during the clinical experience. Students are responsible for the cost of requirements. Students are also required to document personal health insurance at the time of each clinical experience.

### **Accreditation**

The Doctor of Physical Therapy Program at St. Ambrose University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE):

1111 North Fairfax St.  
Alexandria, Virginia 22314

703-706-3245 – phone  
[accreditation@apta.org](mailto:accreditation@apta.org) – email  
[www.capteonline.org](http://www.capteonline.org) – website

The only mechanism through which the CAPTE can act on concerns is through the formal complaint process. Complaints must be related specifically to one or more of the Evaluative Criteria, to the Statement on Integrity in Program Closure, or to the Statement of Integrity in Accreditation. The complaint must be linked to a violation of the Criteria or the Statements. The Criteria can be found in the Accreditation Handbook available at [www.capteonline.org](http://www.capteonline.org). Also, in order for CAPTE to consider a complaint to be bona fide, all avenues for addressing the issue at the institution must be exhausted. CAPTE cannot function as an arbiter between individuals with concerns and the university. Should CAPTE find that a complaint has merit and that the program is out of compliance with the Evaluative Criteria or the Statements, CAPTE can only require the program to come into compliance with the Evaluative Criteria. If you wish to pursue filing a complaint against a program, please contact the Department of Accreditation for the appropriate forms and additional information.

### **Clinical Residency Program**

The Orthopaedic Physical Therapy Clinical Residency Program was established to prepare licensed physical therapists with advanced knowledge and clinical practice skills in the specialty areas of orthopaedic physical therapy. During this one-year program, the residents are employed by clinical sites, manage a full time patient load and receive four hours a week of mentoring from a board certified orthopaedic physical therapist. Residents also complete over 100 contact hours of didactic learning in the area of orthopaedics at St. Ambrose University. The residency program is credentialed through the American Board of Physical Therapy Residency and Fellowship Education, a branch of the American Physical Therapy Association (APTA).

The mission of this residency program is to prepare licensed physical therapists with advanced knowledge and clinical practice skills in the specialty area of orthopaedic physical therapy. Further, the program will enhance clinical reasoning skills, provide experience in teaching and presenting, reinforce use of best evidence in practice, and facilitate life-long learning.

### **Program Goals**

The clinical residency program will:

1. Provide a curriculum and learning opportunities for credentialed post-professional residency education.
2. Provide residents a mentored practice experience by credentialed clinical faculty and experience interacting with other health care professionals specializing in orthopaedics.
3. Provide residents an environment advocating evidence-based practice and scholarly contributions in the area of orthopaedic physical therapy.
4. Ensure necessary resources for residency education to accelerate student's knowledge and skills in the orthopaedic specialty.
5. Be recognized regionally for graduates in orthopedic specialty practice.

### **Educational Objectives**

The resident graduate will:

1. Demonstrate advanced orthopaedic physical therapy patient management skills, emphasizing patient safety, intervention effectiveness and efficiency.
2. Possess highly effective interpersonal patient management skills to include compassion, written and verbal communication skills, objectivity, and an ability to address issues related to diversity (includes lifespan, gender, culture and ethnicity).
3. Demonstrate the ability to teach in patient care, community and educational settings.
4. Possess sound clinical reasoning skills and a commitment to lifelong learning.
5. Display a high level of professionalism regarding patient care, community and educational settings.
6. Be prepared as a health care practitioner capable of providing a point of entry into the health care system.
7. Utilize best available evidence in patient care and teaching.

This program is offered as an elective to graduates of the St. Ambrose professional DPT program. See DPT department for more details. Current students are encouraged to review additional program information provided on the department's website and in the Clinical Residency Program Student Handbook.

### **Residency Program Curriculum**

#### *Spring*

DPT 900: Radiology for the Physical Therapist • 2 credits  
DPT 920: Adv. Musculoskeletal Therapeutics I • 4 credits  
DPT 981: Clinical Residency Block I • 5 credits  
DPT 982: Clinical Residency Block II • 5 credits

#### *Summer*

DPT 983: Clinical Residency Block III • 5 credits

#### *Fall*

DPT 915: Teaching Practicum II • 2 credits  
DPT 925: Adv. Musculoskeletal Therapeutics II • 4 credits  
DPT 984: Clinical Residency Block IV • 5 credits

## Graduate Courses

### Accounting

#### **MAC 601. Advanced Financial Accounting Theory & Emerging Issues • 3 credits**

A study of financial accounting theories such as efficient market hypotheses and equity theories and their treatment. Includes the study of FASB, the Emerging Issues Task Force, SEC, AICPA PCAOB and the standard setting process. Prerequisites: ACCT 301, 302, or equivalent.

#### **MAC 603. Advanced Managerial Accounting Theory • 3 credits**

Contemporary managerial accounting models and applications including activity based costing, kaizen costing, target costing, quality costs, JIT, decentralization, and investment decisions. Also discussed are skills required for a career as a controller, including accounting and budgeting for management control and performance and evaluation issues.

#### **MAC 605. Advanced Tax Topics • 3 credits**

A study of advanced income tax regulations as they relate to the corporation, partnership, pass through entities as well as trusts and estates. The course will integrate the various components of tax planning and policy in business decisions. The course covers the ever changing tax regulations. Emphasis will include resolving tax issues, understanding the administrative rules and regulations and integrating them into business and personal tax planning. Prerequisites: ACCT 201, 202, 301, 302, 303, 305.

#### **MAC 606. Advanced Auditing • 3 credits**

A critical study of the public accounting profession, structure, and problems. Topics covered include legal liability, regulation, fraud, ethics, reporting requirements, and current developments. A variety of cases are used to help students understand responsibilities and problems. Prerequisites: ACCT 304.

#### **MAC 607. Research/Cases in Taxation • 3 credits**

Applied research for solving complex accounting and tax issues using professional accounting and tax research methods. The course is designed for those who are familiar with the fundamentals of federal taxation. Prerequisites: ACCT 301, 302, 305, 306.

#### **MAC 608. Advanced Accounting Information Systems • 3 credits**

Study of the design and analysis of accounting information systems, automated data processing methods for independent and internal auditing procedures, and the role of accounting in the management process. Prerequisites: ACCT 301, 302, 312.

#### **MAC 609. Research Methods, Report Writing and Communication in Business • 3 credits**

Development of competence in academic and professional writing, including proficiency using APA style. Includes extensive library research and reading in accounting literature.

Multiple writing projects are required including a major research paper. Prerequisites: ACCT 301, 302.

#### **MAC 610. Advanced Financial Accounting Topics • 3 credits**

An in-depth analysis of advanced, specialized accounting issues. Topics include consolidations, Securities and Exchange Commission (SEC) reporting requirements and governmental/Non-Profit accounting. Prerequisites: ACCT 301, 302.

#### **MAC 614. Financial Statement Analysis and Valuation • 3 credits**

This course will provide students with the advanced tools to analyze and use the information in corporate financial statements. The course will also increase the student's abilities to detect earnings management, and is intended to enhance students' analytical skills. Finally, the course will emphasize the role of accounting information in earnings-based and free cash flows-based valuation. The student should increase his/her knowledge of financial analysis. The student should be able to use proper standards and analysis and be able to prepare prospective financial statements. The student should increase his/her communication skills. In preparing prospective financial statements, the student should learn how important it is to be objective, to use judgment and assess risk, and to consider stakeholders. The student should increase his/her knowledge of spreadsheet programs. Prerequisites: ACCT 301, 302 or equivalent.

#### **MAC 615. Law for Accountants • 3 credits**

The primary objective of this course is to help you prepare for the law section of the CPA exam. In order to succeed, accountants must know how to operate in the legal environment of business. Accordingly, this course will provide a high level understanding of legal issues that you may face during your career. Our goal is not to impart technical legal skills but to enhance the judgment which you will bring to your responsibilities as a professional. Prerequisites: ACCT 301, 302.

#### **MAC 616. Government and Nonprofit Accounting • 3 credits**

Study of accounting and financial reporting for state and local governments; public and private colleges; private and non-profit hospitals, and other nonprofit organizations. Prerequisites: ACCT 201, 202.

#### **MAC 618. • 3 credits**

A study of accounting concepts and related issues at the international level. Concepts include global harmonization of accounting standards, rules-based versus principles-based accounting systems, accounting for multinational exchange listings, accounting for transactions of multinational corporations along with discussion of accounting issues faced by multinationals. Prerequisites: ACCT 301, 302.

#### **MAC 620. Seminar in Graduate Accounting Topics • 1–3 credits**

Advanced study of specific accounting topics, issues or themes.

Topics specified when the course is offered. Students may repeat course if it is on a separate topic not previously studied for credit. Examples of topics include: financial derivatives, taxation of closely held businesses, environmental law, Sarbanes-Oxley and accounting ethics. Prerequisites: minimum of ACCT 301 and ACCT 302.

**MAC 622. Forensic Accounting • 3 credits**

This course provides an examination of the methods of fraud prevention and detection including the types and costs of financial fraud and the use of controls to prevent fraud. The methods of detecting financial statement fraud will be at the core of class discussions. The course will cover the mandates of SAS 99. Prerequisites: ACCT 301, 302 and 303.

**MAC 625. Graduate Accounting**

**Internship • 1–3 credits**

This course provides student with a practical, real world experience in the field of accounting by working under the supervision of an accounting professional. A research project related to this work experience is required. Pass/No Pass course. Prerequisites: Instructor consent required.

## **Business Administration**

**MBA 500. Survey of Business Administration • 0 credit**

This course is an online self-study pre-requisite for those students who score below the 10% threshold on the Peregrine inbound exam. Students will need to complete this academic leveling course for the area in which they scored below the 10% threshold before full admission into the MBA program.

**MBA 503. Quantitative Studies for Graduate Business Students • 3 credits**

MBA-503 is designed to provide the MBA student with the mathematical skills required for the quantitative courses in the MBA program. Topics include: Real Number Properties; solution of linear equations, solution of quadratic equations; computation of slope and computation of equations of straight lines; Set theory concepts; concepts of probability; basic terminology of statistics; properties of the normal distribution; and calculation of derivatives.

**MBA 600. Data Analysis and Decision Making • 3 credits**

Data Analysis and Decision making is a course designed to provide the graduate student with those skills necessary to conduct serious quantitative research for their companies. Standard statistical measures will be taught along with the ethical and unethical implications of these measures. Topics include, but are not limited to standard descriptive statistics, discrete and continuous probability distributions, confidence interval estimates, hypothesis testing, Analysis of variance, regression analysis, and non-parametric statistics. These topics will be presented in the form of case studies, giving the student practical hands-on experience in the understanding and use of the topics.

**MBA 605. Integrative Organizational Theory and Business**

**Systems • 3 credits**

The main thrust of this course is to survey different theories and concepts of business that students will be exposed to in the MBA program, and demonstrate how the concepts can be used to solve real-world business problems. This course is an elective providing an overview of the business disciplines.

**MBA 606. Accounting for Managers • 3 credits**

Contemporary managerial accounting theory and applications necessary for a manager to be successful in business or government. The course includes topics such as overhead analysis, activity-based costing, contribution analysis and developing trends.

**MBA 615. Ethical and Social Responsibility of Business • 3 credits**

Basic concepts of ethics as typically referred to in western civilization and a testing of the basic hypotheses of the concepts. Through formal lecturing, case studies, dialogue, and with the possible help of guest lecturers, working premises, assumptions and principles regarding business ethics are analyzed.

**MBA 621. Human Behavior in Organizations • 3 credits**

Study of the organization (for profit and non-profit) as a complex system: line and staff functions, administration/leadership styles, motivation and group dynamics—and impact of each on the achievement of organization goals. Special emphasis on organizational communication.

**MBA 626. Managerial Economics • 3 credits**

Application of economic principles to management decision-making: decision theory, demand theory/sales forecasting, linear programming, production and costs, pricing and capital budgeting.

**MBA 670. Operations Management • 3 credits**

Quantitative techniques and the systems approach applied to understanding and improving the operations of both manufacturing and service organizations. Techniques from quality, learning, forecasting, process design, scheduling, waiting lines, inventory and MRP are utilized. Underlying principles such as tradeoff analysis, Pareto, process control, and optimization of resource usage are emphasized throughout. The objective is for the student to understand how organizations actually achieve results and how to identify opportunities to improve their operation. Prerequisites: MBA 600.

**MBA 675. Financial Management • 3 credits**

Analysis of business financial management: sources and uses of funds, raising funds from internal versus external sources, long-term versus short-term funding decisions, the cost of capital, alternate uses of capital, using leverage, security in borrowing/lending, dividends versus retained earnings, and use of the financial market. Prerequisites: MBA 606.

**MBA 680. Marketing Management • 3 credits**

Marketing is the managerial process by which firms create value for their customers through the exchange of products and

services. The emphasis of this course is on how the marketing manager can achieve desired outcomes with the target market. Broad topics include analyzing marketing opportunities; and, researching and organizing, implementing and controlling the marketing effort. Students will prepare and present a marketing plan.

**MBA 690. Leadership Through People Skills • 3 credits**

Intensive five-day seminar (8 a.m.–6 p.m.) focused on better managerial results through the study of behaviors, leadership styles, communication and motivation. Course completion graded on pass/fail basis. Prerequisites: Two–three hours of pre-work assignments must be completed prior to the seminar. Course may be taken any time during the program. LTPS is offered at the sites on a rotating basis. Advance notice to MBA office of intent to enroll is recommended.

**MBA 715. Executive Management Seminar/Selected Topics • 3 credits**

Specially selected courses to meet student needs.

**MBA 720. Building and Strengthening Teams • 3 credits**

Intensive five-day seminar with objectives of building teams through the actual process of building teams using the five stages suggested by Tuchman. Each day of activity centers on one of the stages of the Tuchman model. The class is largely experiential utilizing games, simulations, role-plays, videotaping of group meetings and actual on the job performance for a customer. Course completion graded on pass/fail basis. Prerequisites: Two to three hours of pre-work assignments must be completed prior to the course.

**MBA 721. Labor Management Partnerships • 3 credits**

Pertinent topics involving workers, management, and their common goals; development of improved labor/management relations; identifying risks involved in implementing successful labor/management relations; recognizing barriers to proposed improvements; insights into the structure and responsibilities of unions; and understanding corporate organization charts and their implications.

**MBA 730. International Management Environment • 3 credits**

This course is designed to provide the student with an understanding of the new international environment in which American business must operate. The course examines in turn, patterns of international interdependence; international trade; foreign exchange; international monetary system; balance of payments and international debt; foreign investment and multinational corporations; and the effect of culture upon conducting business abroad.

**MBA 731. Managing Across Cultures • 3 credits**

This course will focus on understanding the vocabulary and properties of culture within the rubric of comparative management theory. In addition to understanding how culture shapes society, the course will investigate the tension between traditional values and modernization, the role of moral norms, and the relationship between culture and economy. It will look

at the human resource implications of developing a “global mindset” and the effectiveness of cross-cultural training.

**MBA 732. International Political Economy • 3 credits**

A fundamental assumption of this course is that economic issues significantly influence political decisions and vice versa, this it is no longer possible to arbitrarily separate one area of study from the other. This course will attempt to address the major aspects of the interaction between states, societies, firms and markets at the international level. Various sub-systems which combine to form the global political economy will be introduced: production consumption, trade, investment, development, communications and knowledge. American forms of industrialization, social welfare, and economic activity will be contrasted with those of Europe and Asia.

**MBA 733. International Strategy • 3 credits**

This course addresses the rationale underlying the internationalization and provides a comprehensive and methodical treatment of the issues facing companies that are considering internationalization of their businesses. The course will address the important considerations in making international market entry decisions where and how to enter. The course will also address the types of strategies and organizational structures needs to manage international business organizations. The student will be equipped to understand and appreciate the complexities and challenges of multinational business management.

**MBA 735. Legal and Social Environment of Business • 3 credits**

Substantive law affecting American business: contracts, the uniform commercial code, creditors and debtors rights, kinds of business organizations, litigation and other means to resolve disputes, consumer protection, torts, anti-trust law and legal aspects of management-labor relations. Public law and government regulations of business. Social responsibilities of business and ethics in business practice.

**MBA736. Sales & Marketing Management • 3 credits**

This course provides the managerial process by which firms create value for their customers through the exchange of products and services. The emphasis of this course is on how the student can achieve desired outcomes with the target market through the use of strategic sales and marketing approaches. Broad topics include (1) analyzing sales and marketing opportunities, (2) researching and organizing, implementing and controlling the sales and marketing effort. Students will prepare and present a sales and marketing plan.

**MBA 740. The Not-For-Profit Sector • 3 credits**

Introduces the challenges of not-for-profit management. It will explore similarities and differences between the public sector, for-profit management and not-for-profit groups. Historical, legal, ethical, political and financial differences between the three sectors will be included. Also covers financial accountability, i.e. how to manage funds in and funds out in a not-for-profit organization.

**MBA 741. Fundraising and Resource**

**Development • 3 credits**

This course will focus on not-for-profit marketing, fund development and innovative fundraising strategies, including social entrepreneurship. Covers fundraising from major donors, foundations, capital campaigns, government contracts, memberships and grassroots fundraising such as special events.

**MBA 742. Executive Leadership • 3 credits**

This course will focus on the role of the CEO and board of directors in a not-for-profit organization. Covers executive administration, strategic management, executive decision-making and the relationships between CEO, the chair of the board, the staff and other stakeholders in the organization.

**MBA 760. Strategic Staffing and Career Management • 3 credits**

Focuses on people as a strategic resource whose availability and capabilities influence organization effectiveness. Strategies for attracting, assessing, and acquiring personnel. Career management from the individual and organization perspective, with implications for planning and executing staffing policies. Prerequisites: MBA 785 or permission of MBA Director.

**MBA 761. Compensation and Benefits Management • 3 credits**

Focuses on specific aspects of compensation and benefits systems. Major topics include legal issues, types of compensation plans, job evaluation methods, wage and salary structures, current compensation issues, types of benefits, and benefits administration. Prerequisites: MBA 785 or permission of MBA Director.

**MBA 762. Training and Development • 3 credits**

A research-based examination of training and development programs emphasizing societal, legal and organization factors affecting relationships among training, careers and organizational development management. Prerequisites: MBA 785 or permission of MBA Director.

**MBA 763. Contemporary Employee Relations and Dispute Resolution • 3 credits**

Considers issues regarding workplace fairness, procedural justice and employee discipline in both union and non-union environments. Topics include both formal and informal systems of dispute resolution, the union organizing process, and the legal restrictions on both employees, outside organizers, and management during organizing campaigns. Prerequisites: MBA 785 or permission of MBA Director.

**MBA 764. Conflict and Negotiation • 3 credits**

In today's busy workplace, conflict is a fact of life. Differing interests, differing styles, and differing value systems make it inevitable. This course provides a research-based exploration of conflict in and around organizations. Students explore structure, process and outcomes of interpersonal conflict. They also study and practice negotiation and learn about a variety of alternative dispute resolution systems. Prerequisites: MBA 785 or permission of the MBA Director.

**MBA 765. Performance Management System • 3 credits**

This course is designed to broaden and deepen students' understanding of performance management systems in organizations. It includes an examination of the environment for performance management, and how to utilize performance management to reinforce an organizations' strategy. Students will analyze different appraisal methods, and determine how to improve their effectiveness. Prerequisites: MBA 785 or permission of the MBA Director.

**MBA 771. Ethical Issues in Marketing • 3 credits**

Covers contemporary ethical issues in marketing. Subjects include ethical issues that relate to all aspects of the marketing mix: products, pricing, promotion and distribution. The role of the marketing manager with respect to ethics is covered as it relates to products, markets, consumers, society and company strategy. A position paper is required. Prerequisites: MBA 680 or permission of the MBA Director.

**MBA 772. Advanced Marketing Research • 3 credits**

Covers the research process including problem identification to preparation of the market research report and includes project design, data collection and data analysis and interpretation. The role and scope of marketing research in marketing management will be covered through case analysis and in-class projects. A market research report is required. Prerequisites: MBA 680 or permission of MBA Director.

**MBA 773. Marketing Strategy • 3 credits**

This course views marketing as both a general management responsibility and an orientation of an organization that helps one to create, capture and sustain customer value. The course will focus on the business unit and its network of channels, customer relationships and alliances. Specifically, the course attempts to help develop knowledge and skills in the application of advanced marketing frameworks, concepts, and methods for making strategic choices in marketing at the business level. The format varies by instructor. The course entails a considerable amount of independent work. Prerequisites: MBA 680 or permission of the MBA Director.

**MBA 774. Consumer Behavior • 3 credits**

This course is designed to broaden and deepen the student's understanding of the external and internal influences on consumer behavior. It includes investigation of individual and organizational processes and the psychological influences that affect consumer acquisition, use and disposal of products and services. The course illuminates how marketers can utilize consumer behavior principles to more effectively design marketing strategies, and conversely, how knowledge of these influences can help individual and organizational buyers make rational and useful buying decisions. Prerequisites: MBA 680 or permission of the MBA Director.

**MBA 775. Marketing Case Analysis • 3 credits**

A case-driven course that specifically focuses on the analysis of marketing cases. The cases will cover all aspects of marketing, including, but not limited to, marketing mix strategy, market research, forecasting, sales management, consumer behavior, ethics and planning. Each student will prepare cases on his or

her own, critique other presentations and take part in a major group case analysis and presentation. Prerequisites: MBA 680 or permission of the MBA Director.

#### **MBA 776. Advertising • 3 credits**

This course is a broad survey of advertising as a part of the mass media of communications. The discipline of advertising will be covered as an integral part of the marketing mix employed in marketing management and decision-making. Students will be expected to demonstrate critical analyses of contemporary advertising. They will be expected to demonstrate writing levels consistent with those of an MBA student in marketing.

Prerequisites: MBA 680 or permission of the MBA Director.

#### **MBA 785. Human Resource Management • 3 credits**

Focus on strategic use of human resources. Topics may include equal employment opportunity laws, job analysis, human resource planning, recruitment and selection, performance appraisal, training and development, compensation and benefits, and labor/management relations.

#### **MBA 800. Strategic Management • 3 credits**

An introduction of the core concepts of strategy related to both corporate and business strategy and the role of top management in the development and implementation of strategies. This course is about the formulating and implementing of business strategies and brings together and builds on concepts learned in prior courses. The course demonstrates how strategic management draws on the concepts of functional areas, and conversely how the functional areas support strategy implementation. The ideas are relevant for development of strategy in large modern corporations as well as small businesses. Prerequisites: All previous MBA coursework. A student should take this course in one of the two last sessions. Exceptions may be approved by the MBA Director.

#### **MBA 801. Integrative Project • 3 credits**

A concrete action undertaken for an organization which focuses on either strategic problems or opportunities for the organization. Thus, the project will have a direct impact on the goals of the unit or organization. Projects should look to involve something that has never been done before at the organization, something that has/is being done but which is currently failing, something where the solutions are not immediately obvious or there is controversy over likely solutions. The project should specify challenging but attainable goals. It might be a part of an overall change effort underway at the organization. Faculty serve as resource and dialogical guides. Prerequisites: All previous MBA coursework except for MBA 800. This is an eight week course.

## **Computer Science**

#### **CSCI 515. Computer and Network Security • 3 credits**

Presents the basic concepts and techniques for securing a computer system and for securing information systems in a network environment. Topics to be studied include – site security, security management, intrusion detection/protection,

integrity management, and event recovery. Prerequisites: CSCI 270 or equivalent.

#### **CSCI 560. Data Management • 3 credits**

This course identifies the need for and the steps to achieve a comprehensive enterprise data strategy. An understanding of techniques for managing the information abundance and for controlling the costs of information processing in decision making contexts is an essential requirement in achieving corporate goals.

#### **CSCI 570. Advanced Computer Networks and Data Communications • 3 credits**

Extends understanding of network topics such as network protocols, topologies, frame relay, ATM, virtual networks, WAN, encryption and other current topics. Prerequisites: CSCI 270.

#### **CSCI 600. Systems Analysis in the Enterprise • 3 credits**

Explores the different phases involved in the development of an information system: Planning, Analysis, Design, and Implementation. These phases are examined through the Object Oriented paradigm using the Unified Modeling Language (UML). Students will complete the Planning, Analysis, and Design phases of a semester long project.

#### **CSCI 630. Information Assurance • 3 credits**

Study of the issues related to management of the computer systems security function in a corporate setting. Topics include the relationship of security to a corporate mission, creating security plans and policies, budget and implementation issues, risk assessment and management, and auditing and compliance.

#### **CSCI 640. Legal and Ethical Issues in Computing • 3 credits**

Explores legal, ethical and social implications of computing from a computing and network professional's point of view. It covers the issues professionals will face in computer-related fields such as the impact of electronic media on intellectual property, privacy threats from government and business databases, censorship of the Internet, government censorship on encryption, and hacking and computer crimes.

#### **CSCI 650. Project Management and Control • 3 credits**

Addresses the business and control aspects of managing projects. Students will learn how to accurately estimate a project's scope, schedule, budget, and staffing needs. Project control will also be addressed, paying particular attention to critical-path monitoring, activity dependencies, activity lead-lag times, avoiding "scope creep," and critical resources management.

#### **CSCI 660. Computers and Commerce • 3 credits**

Examines the benefits and risks associated with a variety of computerized business systems and the impact of computerization on traditional business processes. The information technology infrastructure required to support automated business process is addressed.



**CSCI 680. Information Assurance • 3 credits**

Study of the issues related to management of the computer systems security function in a corporate setting. Topics include the relationship of security to a corporate mission, creating security plans and policies, budget and implementation issues, risk assessment and management, and auditing and compliance.

**CSCI 740. Management of Information Technology • 3 credits**

This course is directly concerned with the management issues surrounding information and telecommunications systems. Presents the ingredients of management knowledge necessary for success in the management of information technology. This course views information technology from the perspective of managers at several levels—from the CIO to the first line manager. It provides frameworks and management principles that current or aspiring managers can employ to cope with the challenges inherent in the implementation of rapidly advancing technology.

**CSCI 775. Professional Internship • 1 credit**

Supervised professional work experience to provide practical experience in the IT field. May be repeated as needed but credits earned may not be used to replace either a core course or an elective. Prerequisites: Instructor consent required.

**CSCI 780. Special Topics in Information Technology • 3 credits**

This course will present special topics from the information technology fields that are not covered in the regular curriculum. May be repeated with different topics.

**CSCI 790. Research • 3 credits**

This course will be used by a student who has chosen to complete independent research. This course is only available on a pass/fail basis. Prerequisites: Instructor consent required.

## Criminal Justice

**MCJ 500. Criminological Theory • 3 credits**

Theories of crime causation, participation, and treatment, intervention, and prevention strategies. Topics include: prominent theories in the study of crime, the use of official and unofficial statistics in assessing crime in US society, inter-play of theory and social policy/program implementation.

**MCJ 501. Independent Study • 1–3 credits**

Specialized readings and applied research in criminal justice. Prerequisites: Instructor consent required.

**MCJ 503. Workshop • 3 credits**

Topics and activities designed to offer practical skill development opportunities useful to criminal justice practitioners. May be repeated to a maximum of 3 credits if topics differ.

**MCJ 507. Seminar in Criminal Justice • 3 credits**

In the first portion of this class students will focus on preparing

for MCJ comprehensive exams through guided review and integration of statistics, methods, theory and practice. Students will take these exams in class during the second half of the semester (most likely near the end of the semester). Students should enroll in this class in their final semester prior to graduation. Prerequisites: MCJ 530, 531, 550.

**MCJ 510. Crime Policy Analysis • 3 credits**

Examination of criminological theory with analysis and evaluation of the consequences for crime policy, as a guide to professional practice.

**MCJ 511. Constitution and Criminal Justice • 3 credits**

A constitutional law course geared to the interests and needs of the criminal justice professional. Introduces the organization of the American judicial system, the historical origins of the Constitution and the Bill of Rights, and the study of the rights of the accused that are protected by the Constitution.

**MCJ 530. Advanced Criminal Justice Statistics • 3 credits**

Introduces methodology and statistics used to explore and explain the phenomenon relating to the study of crime and criminal justice. The scientific method, hypothesis testing, descriptive and inferential statistics, sampling, experimental and quasi-experimental, and survey designs will be explored.

**MCJ 531. Advanced Criminal Justice Research Methods • 3 credits**

This course is an exploration of the practice of research within the social sciences, specifically as it applies to the field of criminal justice. The creation of a research design and instrument will be conducted in order to provide a practical application of the foundations of good research.

**MCJ 532. Organized and White-Collar Crime • 3 credits**

Discusses the structure and environment of organized and white-collar crime. Provides detailed analysis of the origins, history, theoretical explanations, and structure of organized and white-collar crime. The methods employed by law enforcement agencies to combat organized crime are also explored.

**MCJ 550. Applications of Criminal Justice Writing • 3 credits**

This course provides practice in academic and professional writing, and prepares students for writing at the graduate level. Students learn APA formatting conventions for use in the social sciences, plus the expectations for professional writing. At the end of the course, students will write at the graduate student level, as determined by the instructor and in collaboration with the Department of Sociology and Criminal Justice.

**MCJ 587. Race, Class, Gender and Criminal Justice • 3 credits**

Examines and addresses stereotypes surrounding the issues of race and class and their impact on the criminal justice system. Discusses how race and class influence the decision-making process from arrest through sentencing.

**MCJ 599. Comparative Justice Systems • 3 credits**

Examines the four justice traditions covering most of the world's legal systems. These include the Common, Civil, Socialist and Islamic traditions. Justice systems of countries representative of each tradition be examined.

**MCJ 600. Pro-Seminar in Criminal Justice • 3 credits**

This course provides a collegial environment wherein the graduate student is able to dialogue with others in the Criminal Justice field in preparation for taking the comprehensive exams necessary to fulfill the requirements associated with the Masters of Criminal Justice Studies at St. Ambrose University.

**MCJ 610. Crime Policy Analysis • 3 credits**

Examination of criminological theory with analysis and evaluation of the consequences for crime policy, as a guide to professional practice.

**MCJ 620. Administration of Justice • 3 credits**

This course is designed as a survey course to critically examine the organizations and agencies that comprise the criminal justice system of the United States. It introduces students to the classic and fundamental readings and research in the administration of justice.

**MCJ 640. Justice Leadership and Planning • 3 credits**

A leadership development seminar focusing on the nature and sources of conflict within and between criminal justice and human service agencies. Organizational problems are identified and addressed through an action-research model. It also examines the systems approach to planned organizational change from the perspective of applied behavioral science.

**MCJ 650. Correctional Counseling • 3 credits**

Theory and practice of counseling with emphasis on reality therapy with youthful offenders in educational, human service, and correctional settings.

**MCJ 660. Stress and Crisis Management • 3 credits**

Criminal Justice practitioners face crisis situations with increased frequency and, unfortunately, greater lethality. The danger posed by the immediate crisis is one challenge; the other challenge is the cumulative, deleterious effects of the constant exposure to distressful stimuli. The average life expectancy of a criminal justice practitioner is 58 years, much less than the average life expectancy of the non-practitioner. This course examines the topic of personal stress and crisis and the effective means of identifying and developing intervention strategies to mitigate the effects of the job. Furthermore, the course will explore the methods of de-escalating the dangerous situations that the practitioner will confront.

**MCJ 670. Seminar in Juvenile Justice • 3 credits**

Graduate level class intended to provide a comprehensive look at juvenile crime as well as intervention and prevention strategies aimed at dealing with the youthful offender. Emphasis will be placed on the research conducted in this area.

**MCJ 671. Seminar in Law Enforcement • 3 credits**

This course provides an overview of policing styles with an emphasis on community policing. Current research will be examined as it relates to the functions of policing as well as historical developments and trends.

**MCJ 672. Seminar in Corrections • 3 credits**

This course examines the theories and philosophies related to institutional and community corrections. An emphasis on research related to historical developments and trends will be discussed.

**MCJ 700. Practicum • 3 credits**

Observation and applied action-research on a management problem in a criminal justice related organization. In Progress grade option available. Prerequisites: open to MCJ candidates only; director approval required.

**MCJ 701. Research Design • 3 credits**

Research methods in criminal justice. Each student will select a topic approved for investigation, and will prepare a research proposal as the basis for the MCJ project. Prerequisites: Taken before MCJ 702 and after all other MCJ program courses and comprehensive examinations have been completed. In Progress grade option.

**MCJ 702. Final Paper • 3 credits**

Academic presentation and oral defense of student thesis. Prerequisites: MCJ 507, 550, 701.

## Education Administration

**EDAD 510. Visioning and School Administration • 3 credits**

Aspiring administrators will explore the principles of behavior in educational organizations, the elements related to school reform and leadership activities that facilitate the development of a school culture that embraces change and school reforms that result in high quality schools and a professional learning community resulting in improved student achievement. These principles include the concept of leadership, the change process, current issues in education, and developing a shared vision and mission, the study of principles of transformational leadership, and collaborative decision-making skills.

**EDAD 520. Legal and Ethical Foundations of Educational Leadership • 3 credits**

Aspiring administrators will develop a broad knowledge of legal considerations with specific attention to constitutional, statutory, and judicial provisions as a basis for the legal operation of educational systems. The rights of all stakeholders and ethical responsibilities of school leaders, especially related to diversity issues, are examined and linked to the administrative roles and responsibilities with boards, other school personnel, students, and other publics.

**EDAD 530. Educational Research • 3 credits**

Aspiring administrators, using both quantitative and qualitative data including action research, will become consumers of research with a focus on using data for school improvement and

for educational program planning and evaluation. Further, they will develop an understanding of and demonstrate the use of the Iowa Data Driven Leadership skills; complete a review of the literature; explore research problems and questions; investigate research design, data collection and analysis issues, and evaluate research studies. Data Driven Leadership (DDL) certification approval will be determined separately from the overall course grade.

**EDAD 540. Leadership in Curriculum I • 3 credits**

Aspiring administrators will explore a systematic study of the history, theory, and practice of curriculum development in American education. Further, candidates will understand administrative approaches to the design and delivery of elementary and secondary school curricula aligned with organizing for learning, cognition, diversity and learning theories, school goals, and student assessments and reporting of progress.

**EDAD 550. Current Issues Addressing Students with Special Needs • 3 credits**

Aspiring administrators will explore the monitoring and supervisory practices and procedures related to delivery of programs for individuals with special needs. The course, though through literature review, analysis of effective program characteristics, and review of legal precedent strengthened through class discussion will assist candidates in understanding the current issues, trends and developments (inclusion, IEP procedures, teacher attitudes, teacher preparation and effective instructional practices) addressing programs for students with special needs.

**EDAD 560. Leadership in Curriculum II • 3 credits**

Aspiring administrators will experience an in-depth study of administrative approaches to the design and delivery of elementary & secondary school curriculum. Candidates will complete a "Strengths, Weaknesses, Opportunities, Threats" (SWOT) campus analysis and identifying instructional strategies and curriculum practices aligned with professional development. Development of curriculum guides, and curriculum mapping aligned with national standards and benchmarks will be addressed.

**EDAD 570. Personnel Administration and Professional Development • 3 credits**

Aspiring administrators will explore the concepts and practices of recruitment, selection, professional development, and effective utilization of school staff to promote improved student learning for all. Topics will include evaluation of school personnel, legal aspects of hiring, retention, and dismissal, evaluation systems for professional and classified staff, and professional development models supporting lifelong learning and reflective practice.

**EDAD 580. Sustaining the Professional Learning Community • 3 credits**

Aspiring administrators will examine the school and its environment with an exploration of strategies to sustain the mission, vision, values, and goals of the school as a professional

learning community and the selection of effective communication practices for developing and maintaining multiple opportunities for involvement with internal and external publics.

**EDAD 590. Elementary/Secondary School Principalship • 3 credits**

Aspiring administrators will experience an instructional leadership focus for exploring the SREB building level leadership critical success factors aligned with management concepts including: curriculum and organizational structure, theory and practice of scheduling, financial management, roles and responsibilities of governance, communication and public relations skills, home/parental involvement and relationships, project and crisis management, technology integration, school climate and culture, attendance and discipline in contemporary school settings, and effective support programs which honor diversity.

**EDAD 610. Supervision of Instruction and the Learning Environment • 3 credits**

Aspiring administrators will explore theory, models and the application of instructional leadership, supervision, and evaluation of instruction with a focus on effective classroom instructional practices that reflect current principles of learning. Candidates will practice supervisory techniques to support educators in improving the teaching and learning process by demonstrating skills in observational data collection, data analysis, collaboration, certified staff evaluation, and conferencing skills. Evaluator Training certification approval will be determined separately from the overall course grade.

**EDAD 611. Supervised Internship Field Experience I • 2 credits**

The internship which is required of all candidates serves as the capstone of the degree/certification program. Aspiring administrators will complete the first segment, Field Exp I of the yearlong internship, which requires a total of 400 logged hours of internship experience. While the internship candidate will be permitted to work in his/her own building with district administrators and may include up to 100 hours of logged experience linked to program courses completed prior to enrolling in Field Exp I.

**EDAD 612. Masters Project Comprehensive Portfolio Presentation • 2 credits**

Reflective thought concerning the preparation of school-based leaders supports the premise that there are many things to learn in the classroom but the most important knowledge and skills come on the job, learning from job assignment experiences. This course provides that opportunity representing the melding of theory and practice through an action research project linked to campus based improvement. This component linked directly to field-based learning and the courses in the program of study will require candidates to utilize the skills explored in program classes to identify, select, and implement a campus based strategy focused on improved student learning. Candidates will experience a leadership role similar to that of the campus administrator while leading key stakeholders in the selection,

implementation, and evaluation of the selected strategy.

**EDAD 613. Supervised Field Experience II • 2 credits**

The internship which is required of all candidates serves as the capstone of the degree/certification program. Aspiring administrators will complete the second segment Field Exp II. Candidates will be required to complete no less than 100 hours of internship at the PreK-6 grade level, no less than 100 hours of internship at the 7-12 grade levels, and no less than 100 hours of internship activities involving supervision of special education. The remaining 100 hours of internship experience will be determined collaboratively with the LSACEL internship supervisor, candidate, and campus supervisor/mentor, based on candidate experiences and needs. The activities comprising the field experience for each intern may vary depending upon the intern's competencies, dispositions, and opportunities to become socialized into the administrative role. A log of these activities will be submitted to the LSACEL internship supervisors at the conclusion of the semester and an RLF self-evaluation will be required each week.

**EDAD 614. Financing Public and Private Education • 3 credits**

Study of problems and issues related to the appropriation and allocation of private and public financial resources for education.

## Education

**EDUC 501. ESL Practicum • 4 credits**

This graduate level internship course allows students to design and implement lessons for students whose first language is not English under the supervision of a cooperating teaching and faculty member. Prerequisites: Completion of all other coursework for the ESL Endorsement.

**EDUC 502. Foundations of ESL/Bilingual Education • 3 credits**

This graduate level course provides an introduction to the historical, philosophical, political, social, and educational issues that have contributed to public policy regarding services for language minority students. Historical trends and legal issues related to bilingual education in the United States will be discussed. A comprehensive focus will be placed in the theoretical foundations of English as a second language and effective instructional practices for English Language Learners in our schools. Prerequisites: EDUC 205, 207; Admission to TEP; or English Department approval.

**EDUC 511. Assessment & Testing in ESL • 3 credits**

This graduate level course, through readings in the text and on website, examines in depth the major categories of language assessment. Students will do the following: 1) survey varying approaches to evaluating language sub-skills (such as speaking, listening, reading, and writing); 2) distinguish between tests designed for language proficiency from those designed to detect learning programs; 3) investigate models of language assessment; 4) examine standardized tests and their appropriate

application, distinguishing between those that assess knowledge of language structure from those that evaluate communicative skill; and 5) critique research being done in the area of testing in a second language.

**EDUC 542. Counseling Theories and Practices • 3 credits**

Provides students with an overview of contemporary counseling theories, critically examining the strengths and weaknesses of each theoretical approach. Students will be trained in effective counseling techniques designed for therapeutic change.

**EDUC 552. Diagnostic/Prescriptive Techniques for Teaching Reading • 4 credits**

Diagnostic & prescriptive techniques for classroom teachers of reading. Corrective techniques appropriate for less severe reading disabilities; writing diagnostic & progress reports; parent interviews; designing prescriptions for teaching, tutoring & evaluating children in clinical setting. Lecture & Laboratory. Graduate students will be required to fulfill all EDUC 452 requirements, complete a daily reflection form, and transcript four interactions with their child.

**EDUC 553. Advanced Reading Clinic • 4 credits**

Diagnosis and correction of reading problems in a clinical setting. Using and evaluating formal and informal test instruments; writing diagnostic and progress reports; parent interviews; designing prescriptions for teaching, tutoring and evaluating children in reading programs and content areas. Prerequisites: EDUC 452.

**EDUC 555. Middle School Psychology • 3 credits**

Examines growth and development of middle school age child with particular emphasis on emotional, physical and mental characteristics and needs of middle school children. Course also examines role of teacher in assessment, coordination and referral of students to health and social services.

**EDUC 556. Teaching Reading to Adolescents • 3 credits**

Assessment of adolescent reading and study skills in various content areas. Methods and materials used in teaching developmental reading and study skills in junior high through senior high school content courses will be taught. Prerequisites: EDUC 205 or 207.

**EDUC 559. K-12 Content Area Reading • 3 credits**

The primary focus of this course is on methods and strategies designed to maximize K-12 student's content area learning using literacy strategies. The literacy strategies discussed in this class enhance learning by improving students' abilities to read, write, study, and think critically in the language of the content area. This course incorporates technology and requires the student to complete a learner designed project to reinforce strategies learned. Prerequisites: EDUC 452.

**EDUC 560. Developing Evidence-Based Reading Instruction Programs • 1 credit**

Provide students with the organizational skills needed to develop appropriate evidence-based reading instructional practices.

Synthesize information from previous reading and language arts classes in order to organize evidence-based reading instruction programs and organize instructional reading strategies. Graduate students will design a framework suitable for reading instructional programs based on current research. Corequisites: EDUC 553.

**EDUC 561. The Middle School • 3 credits**

Coursework includes middle school philosophy, curriculum design, developmentally appropriate instructional methods including but not limited to interdisciplinary teaming and content area reading instruction.

**EDUC 567. Methods of Teaching the Catholic**

**Faith: (K-12) • 2-3 credits**

This course is designed to provide students interested in teaching religion in Catholic K-12 programs an orientation to Catholic Catechesis and an exploration of topics generally taught at the K-12 levels including faith, liturgy and sacraments, Catholic morality, prayer and spirituality, and scripture. Students may also elect to complete a practicum experience in teaching the Catholic faith at a selected grade level. Prerequisites: EDUC 205 or 207; 284.

**EDUC 569. Child and Adolescent Literature • 3 credits**

Evaluation of quality literature written for and read by children and young adolescents. Methods of choosing books related to promoting reading as an enjoyable and meaningful activity and developing competence in presenting literature to children and adolescents (including oral interpretation of literature and creative dramatics). Graduate students complete young adult module. Prerequisites: EDUC-205 or 207; 284.

**EDUC 590. Physical Science for Elementary Teachers: Chemistry • 3 credits**

Designed to enable you to teach chemistry through active hands-on learning at the elementary level successfully. You will learn sufficient background to teach several chemistry activities. You will become comfortable with the activities by doing all activities during the first week of the course and then, by teaching these activities to children during the second week of the course. In addition, you will be provided with all of the materials and workbooks required to perform these hands-on chemistry experiments with your elementary students.

**EDUC 591. Physical Science for Elementary Teachers: Physics • 3 credits**

Designed to enable elementary teachers to begin overcoming the two major obstacles to the successful teaching of physics at the elementary level - 1) a lack of background and comfort level with physics on the part of teachers and 2) the lack of materials required to perform hands-on physics experiments with elementary students.

**EDUC 600. Summer Writing Institute • 4 credits**

This course is designed to develop teachers' abilities and dispositions to use writing for their own purposes as well as for classroom purposes. Students are expected to do as much writing for professional as for personal purposes so that writing

becomes a natural part of their own learning. Studying and reflecting on writing pedagogy is a major part of the course. Students will create a professional development experience for teachers that will be presented to the class and then used in a local district.

**EDUC 601. Teaching in the 21<sup>st</sup> Century • 2 credits**

An introductory course that focuses on an overview of the National Board process and the Five Core Propositions of the NB. Students will examine contemporary issues of education as well as skills students must possess for success in the 21<sup>st</sup> century.

**EDUC 602. Assessing Student Growth • 3 credits**

This course focuses on the National Board Standards (which grow out of the Five Core Propositions) and linking those standards to a teacher's practice. The emphasis will be on those standards that focus on assessment and utilization of assessment data to assure student growth.

**EDUC 603. School/Community Partnerships • 2 credits**

This course deals with Entry 4 of the National Board Portfolio. This entry is entitled "Documented Accomplishments." This course will focus on the work teachers do beyond a traditional classroom and its responsibilities. Teachers will examine their practice in three areas: 1) as learners (professional growth); 2) as leaders/collaborators; 3) as communicators with families and the community.

**EDUC 604. Content Teaching • 3 credits**

This course will help teachers develop, analyze, and reflect on lessons and the resulting student work (using specific content areas) and determine how these lessons reflect the NB Standards. Teachers will examine the three types of writing needed for the NB portfolio (descriptive, analytical, and reflective).

**EDUC 605. Reflective Teaching • 3 credits**

This course focuses on the skills needed to reflect on pedagogy and student learning in order to maximize the learning environment. Teachers will use videotapes and collaboration to reflect on their practice.

**EDUC 606. Writing for Teachers • 3 credits**

Since writing is an important element in all teaching and learning situations, as well as a critical component to achieving National Board Certification, this course is designed to develop teachers' abilities and dispositions to use writing for their own purposes, for their classroom purposes, and for National Board portfolio preparation. Students will develop writing as a part of their own learning process. Studying and reflecting on writing pedagogy and writing in the three modes of the National Board portfolio (description, analysis, and reflection) is a major part of the course.

**EDUC 607. Ethics and Integrity in Education • 3 credits**

This course is designed to help teachers through the process of ethical decision making in the modern educational system. Theoretical and practical applications of ethical principles as

they relate to teachers in their classroom and the broader educational experience are examined.

**EDUC 608. Leading from the Classroom • 3 credits**

Students will examine the various leadership opportunities currently available for teachers and investigate ways in which they could develop new roles for themselves as leaders. They will evaluate their own leadership characteristics, their strengths and weaknesses. Through their readings, discussions, and investigations, they will learn about the new paradigm for leadership in the 21<sup>st</sup> Century schools.

**EDUC 609. Advanced Content for Social Science Teachers • 3 credits**

This is one of a series of elective courses that students can choose from. It will be geared toward the continued development of content knowledge for individuals teaching in the social sciences are including history, government, psychology, social studies.

**EDUC 610. Special Topics in Education • 1-4 credits**

Designed to provide follow-up depth in areas specific to the Summer Writing Institute in order to develop teachers' abilities and dispositions to use writing for their own purposes as well as for classroom purposes. Students are expected to do as much writing for professional purposes so that writing becomes a natural part of their own learning. Studying and reflecting on writing pedagogy is a major part of this course. Students will create a professional development experience for teachers that will be presented to the class and then used in a local district.

**EDUC 611. Integrating Reading into Content • 2 credits**

This course focuses on developing the skills of integrating reading into content areas with an emphasis on the secondary classroom.

**EDUC 612. Evidence Based Instruction in the Inclusive Classroom • 2 credits**

This two-hour course examines the characteristics of students with identified intellectual and developmental disabilities and the challenges of providing education in inclusive classrooms. Students will examine characteristics of effective inclusive teachers, discuss how assessment data guides effective instruction and learn methods of effective planning for inclusive instruction. Students will learn evidence-based instructional strategies to be used to construct a sample unit plan using a research-based model for inclusive education. Recommended resources will be given to participants for future reference.

**EDUC 620. College/University Curriculum • 3 credits**

Emphasis on the various intricacies of the curriculum at the post-secondary level. Students will be exposed to the various aspects of college and university level curriculum including two and four year preparatory programs. Students explore issues in post-secondary curriculum, basic considerations in curriculum development, instructional processes that interact with the curriculum, evaluation and curriculum, and curriculum models.

**EDUC 700. Applied Research and Statistics • 5 credits**

Provides graduate students with skills for conducting applied research in the K-12 and post-secondary settings including rationale and types of applied research, selected methodology and ethics. Students will be able to identify a problem, develop a statement based on a review of the literature, design a methodology to address the problem and apply descriptive statistics and inferential statistics to analyze data. Students identify a problem, develop a statement based on a review of the literature, and design a methodology to address the problem.

**EDUC 710. Educational Research and Statistics • 3 credits**

This course will focus on research methodology, specifically action research. Teachers will conduct an action research project and articulate their findings in a documented paper.

**EDUC 712. Research Project • 3-5 credits**

Focuses on conducting independent research with an emphasis on action or field based methodology. Students must conduct research project and report their findings through a written document that meets the department guidelines. An oral presentation of this research must be presented to the university at large. Prerequisites: Completion of 90% of required course work; EDUC 700.

**EDUC 715. Teaching Diverse Students • 3 credits**

This course is designed to assist teachers in developing and understanding issues surrounding cultural and gender diversity within education settings.

**EDUC 720. Special Topics in Education • 1-3 credits**

This course will focus on current specialized topics in the field of education.

## Finance

**MFIN 601. Financial Statement Analysis in the Global Economy • 3 credits**

This course is designed to provide an overview of differences between the Generally Accepted Accounting Principles (GAAP) established in the United States and the rules established by the International Accounting Standards Board (IASB). The international rules primarily consist of the International Financial Reporting Standards (IFRS) and International Accounting Standards (IAS). Although there are many similarities, the emphasis of the course will be on the analysis of financial statements based on the differences between IFRS and GAAP.

**MFIN 602. Quantitative Methods for Finance • 3 credits**

This course is designed to provide the mathematical and statistical tools required for students studying Finance at the graduate level. Emphasis is on an overview of real analysis; optimization; use of least squares, method of moments and maximum likelihood estimation in linear estimation; and an overview of non-linear and times series estimation.

**MFIN 603. Micro-Foundations of Finance • 3 credits**

This course will focus on the micro-economic foundations of finance. Topics to be covered include, but are not limited to, von Neumann-Morgenstern decision theory, general equilibrium under certainty and uncertainty, the simplicity (and problems) of partial equilibrium typically used in Finance, trading and portfolio selection in dynamic settings. After this course, the students are expected to develop a deep understanding of the foundational issues of asset pricing theory at the graduate level. Prerequisites: MFIN 602.

**MFIN 604. Financial Econometrics • 3 credits**

This course will introduce the theory and application of time series methods in econometrics. Topics covered will include estimation and forecasting time series, stationarity, vector autoregressions, cointegration, and volatility modelling. Empirical applications in the course will be drawn primarily from finance. Prerequisites: ECON 447.

**MFIN 605. Pricing of Advanced Financial Instruments • 3 credits**

This course is designed to explore more advanced trading and risk assessment methods building upon the knowledge gained in MFIN-604. The primary focus of this course will be on pure arbitrage based strategies for trade and valuation relative to interest rates, options and futures. Prerequisites: MFIN 604; Co-requisites: MFIN 607.

**MFIN 606. Traditional and Behavioral Asset Pricing • 3 credits**

This course will focus on the foundations of rational and behavioral asset pricing theories discussed at the graduate level. Topics to be covered during the semester include a review of expected utility theory and risk aversion, investment demand and Modern Portfolio Theory, traditional asset pricing models including CAPM, CCAPM, and APT, theoretical foundations of behavioral assumptions, behavioral asset pricing models and applications, empirical aspects of asset pricing theories, and evidence and implications of Efficient Markets Hypotheses. Prerequisites: MFIN 603, 604.

**MFIN 607. Fixed Incomes and Alternative Investments • 3 credits**

This course looks at alternative investments such as fixed income, physical goods and real estate as alternatives to the traditional equity focus. The emphasis is on the valuation, estimation of risk and benefits of such alternatives to financial planning. Prerequisites: MFIN 604, 605.

**MFIN 608. Professional Standards and Practices • 3 credits**

This course establishes a framework for ethical conduct in the investment profession by focusing on the CFA® Institute Code of Ethics and Standards of Professional Conduct as well as the Global Investment Performance Standards (GIPS®). A clear understanding of the CFA institute Code of Ethics and Standards of Professional Conduct should allow practitioners to identify and appropriately resolve ethical conflicts, leading to a reputation for integrity that benefits both the individual and the profession. The GIPS facilitate efficient comparison of investment performance across investment managers and

country borders by prescribing methodology and standards that are consistent with a clear and honest presentation of returns.

**MFIN 609. Advanced Fund Management • 3 credits**

This course will focus on advances beyond the classic mean-variance paradigm for fund management, including issues such as constrained portfolio choice, Bayesian-based models, fixed income mixture portfolios and hedge fund management. Prerequisites: MFIN 604, 605.

**MFIN 610. Management of Financial Institutions • 3 credits**

This course is an in-depth coverage of the issues involved in managing a financial institution. This course could be focused on some subset of many relevant issues: the management of the institution from the asset & liability perspective, the management of the institution from the risk management perspective, the role of regulation in institutional management, the impact of market consolidation on bank management, the impact of multi-function institutions and the special management issues involved, etc. This course could have a content or case focus, depending on the topics covered.

**MFIN 611. Comprehensive Examination Review • 3 credits**

This course is designed for the purposes of review and synthesis of the MFIN curriculum in preparation for the comprehensive examination. Credit is earned upon passing the comprehensive examination. Pass/Fail. Prerequisites: The course will be taken in the last semester of the MFIN program.

## Health Science

**HS 500. Conditions Impacting Occupational Engagement • 3 credits**

This course introduces the theories of health promotion and how various conditions impact the overall health and wellness of individuals. It includes conditions commonly seen by occupational therapists. The definition, etiology, prevalence, current medical management, and clinical manifestations are examined. Additionally, the course explores possible prevention and the occupational therapists' role in treatment. To appreciate the impact of these conditions students must understand normal structure and function of body systems and how age, severity, type of condition, and cultural, social and vocational factors impact the individual's experience. Students will develop the ability to locate current, credible medical information and determine how this correlates to the needs and occupations of individuals in preparation for future practice. Prerequisites: BIOL 204

## Occupational Therapy

**MOT 415. Occupational Justice and Foundations of Occupational Therapy • 3 credits**

This course will provide an introduction to the profession of occupational therapy, covering the history, philosophy, practice settings, current status, and future trends of the profession. The concepts of critical thinking, service, and ethics will be discussed with reference to conduct, professional development,

research, and theory development over time in conjunction with the over-arching concept of occupational justice. Specifically, founders and influential theorists will be discussed and related to the development of the current occupational therapy practice framework with special emphasis on the power of occupation across the lifespan and the local, specific nature of therapist/client interactions. Prerequisites: Admission into the MOT Program.

**MOT 425. Fundamentals of Occupational Therapy with Individuals and Groups • 5 credits**

This course focuses on the development of critical thinking skills in the selection of occupationally based treatment for individuals and groups. Skills in activity analysis, synthesis and reasoning will be developed through the examination of activity demands, performance patterns, client factors, performance skills and contextual differences. Students will examine how these factors may influence an individual's interests, concerns and response to therapy. Students will gain an understanding of the occupational therapists role in assessment of clients for group placement, planning, leading and terminating therapy groups. Students will be introduced to occupational therapy theories and frames of reference as they relate to the development of individual and group interventions.

Prerequisites: Admission into the MOT Program.

**MOT 430. Applied Neuroscience for Occupational Therapy • 4 credits**

This course introduces the occupational therapy student to the neurological foundations of human performance, behavior, and emotion. The structure of the nervous system and the theories of nervous system organization along with the pathophysiology and management of various neurological disorders will be explored through lecture and lab experiences. Prerequisites: Admission into the MOT program.

**MOT 440. Kinesiology for Occupational Therapy • 3 credits**

In this course students will build upon previous knowledge of the structure and function of the human body by examining the musculoskeletal system in greater depth. This will include the study of the active and passive structures and the forces that impact human movement. Students will be asked to apply their knowledge of the human body to occupational therapy assessments of strength, range of motion, and analysis of movement. They will gain an appreciation of how limitations in these areas will impact an individual's ability to engage in occupation. This increased knowledge will lay the groundwork for higher level analysis of abnormal movement patterns and treatment interventions in subsequent coursework. Prerequisites: BIOL 204. Corequisites: MOT 440L.

**MOT 467. Psychosocial Occupational Therapy Across the Lifespan • 5 credits**

This course addresses the occupational therapy process from referral to discontinuation of services for individuals with psychosocial concerns across the lifespan in both traditional and non-traditional settings. Students will explore theories and frames of reference utilized in providing ethical services to

individuals with psychosocial health and wellness impairments across the lifespan. This course will include assessment, occupation based treatment planning, intervention, and exploration of community resources for discharge planning. Social, economic, legal, ethical, and public policy issues involving mental illness will be addressed. Prerequisites: MOT 430.

**MOT 480. Occupational Therapy with Adults • 5 credits**

This course addresses the OT process from referral to discontinuation of services for adults in the settings in which they are served. All aspects of ethical and professional provision of occupational therapy for the adult population are examined when choosing an appropriate frame of reference, developing an occupational profile, critically analyzing occupational performance through assessment and evaluation tools, collaboratively developing a treatment plan and goals and planning for discharge. Students study the rehabilitation process to promote participation through prevention, promotion, restoration, maintenance, and modification approaches. Emphasis is on occupational participation, client satisfaction, role competence, health and improved quality of life. Prerequisites: MOT 430, 440. Corequisites: MOT 480L.

**MOT 482. Level I Fieldwork—Older Adults • 3 credits**

This course will integrate information learned in other OT courses through both field experiences and classroom activities. Students will be placed in health service practice settings, excluding infants, children, adolescents, and SNF/TCU. They will have the opportunity to observe and interact with individuals and with groups. In the classroom, students will have the opportunity to discuss and synthesize their experiences, exploring the concept of occupational justice across practice settings. Through the clinical and classroom experiences, students should learn to appreciate the role of occupation in health and wellness, develop positive professional work skills and behaviors, demonstrate therapeutic use of self, and exhibit ethical integrity.

**MOT 486. Skills and Adaptations for Occupational Engagement I • 3 credits**

This course explores the foundational skills and adaptations commonly used by occupational therapists when working with people of all ages and in all settings to promote participation in occupation. The impact of context (extrinsic factors) on participation in occupation is addressed as environmental design and modification, assistive technology, universal design, and ergonomics are explored. Student demonstrate abilities in teaching and training skills that address activities of daily living, instrumental activities of daily living, and functional and community mobility, including wheelchair components and assessment. Adaptive methods for use of safe lifting and body mechanics, transfers, joint protection and energy conservation are identified and practiced. Prerequisites: Successful completion of 1<sup>st</sup> semester coursework.

**MOT 510. Special Topics • 1–3 credits**

Explores some aspect of occupational therapy in more depth than is possible in a core course. Topics to be announced.



Course may be repeated if topics are different. Prerequisites will vary by topic. It might include study of an OT practice area assessment, intervention or issues within our profession.

**MOT 511. Independent Study • 1–2 credits**

Selected topics in Occupational Therapy that are of a strong interest to the student will be offered on an individual basis. The topic will be determined by the instructor and the student. Course may be repeated if topics are different.

**MOT 545. Occupational Therapy Research I: Using Evidence to Guide Practice • 3 credits**

The student will critically examine and develop an appreciation for the impact of research in the profession of occupational therapy with an emphasis on being a consumer and advocate of research. Basic research concepts included in the research process will be addressed in this course. Skills in searching the literature, critically analyzing the literature, and examining the evidence in an area of interest will be the focus of this course. This is the first course in a four-course sequence focusing on research in occupational therapy.

**MOT 570. Occupational Therapy with Older Adults • 5 credits**

This course addresses the professional and ethical provision of occupational therapy services across the continuum of care for older adults. Students study the health, well-being, and occupations of older adults and analyze the impact that normal aging, disease, and disability have on this population. In addition, the social, economic, political, geographic, and demographic issues unique to older adults are explored. Prerequisites: Successful completion of 1<sup>st</sup> year courses.

**MOT 572. Field Experience with Older Adults • 2 credits**

Integrates information learned in other MOT courses through both field experiences and classroom activities. Students will be placed in settings that serve the older adult population. The students will have the opportunity to observe and interact with individuals and with groups. In the classroom, students will have the opportunity to discuss and synthesize their experiences. Through the clinical and classroom experiences, students should learn to appreciate the role of occupations as it promotes health and wellness in older adults, develop professional work skills and behaviors, and exhibit ethical integrity. Prerequisites: Completion of all health requirements and good standing in the MOT Program. Corequisites: MOT 570.

**WI-MOT 575. Occupational Therapy Research II: Developing a Research Project • 3 credits**

Based upon the current literature, students will develop and gain approval to conduct a research project under the guidance of OT faculty. Upon identification of the specific research question/interest, various research activities will be initiated to explore the importance and need for research in the profession of occupational therapy. Research ethics, protection of human subjects, writing the literature review, and determining the methodology will be addressed in this course. Self-directed learning will be encouraged. Effective writing skills necessary

for publication will be emphasized in this writing intensive (WI) course. Prerequisites: MOT 545.

**MOT 576. Occupational Studies and Participation with Adults and Older Adults • 3 credits**

This course explores the occupations of adults and older adults considering the interplay between the person's capabilities and the environment. An in-depth examination of how occupations are performed under healthy circumstances and when impacted by illness or disease is performed. The role the occupational therapists plays in promoting functional engagement in occupation, with a focus on adaptations, compensatory techniques, and accommodation is considered within the various models of service delivery where they may work with a client. This course is concerned with the occupations and participation of adults and older adults and the home, work and community settings where they engage in occupation when healthy and when impacted by a health changing condition. The environment and adaptations unique to level of care provided in settings such as acute care, inpatient, out-patient, return to work, and day or long term care facilities will also be explored. Corequisites: MOT 570.

**MOT 578. Skills and Adaptations for Occupational Engagement II • 4 credits**

This course explores advanced skills and adaptations used by occupational therapists when working with people of all ages and in all settings to promote engagement in occupation. The impact of interventions such as assistive technology, physical agent modalities, orthotics and prosthetics on successful return to engagement in occupation are explored. Students demonstrate abilities in fabricating custom orthotics, implementing physical agent modalities and performing comprehensive ergonomic and work assessments. Assistive technology and adaptive methods for increasing occupational engagement at home, work, and in the community are identified and practiced. Prerequisites: MOT 486.

**MOT 585. Occupational Therapy with Pediatrics • 5 credits**

This course addresses the OT process from the referral to discontinuation of services for the 0-21 year old population. The normal and atypical development of occupation as it relates to health and wellness is explored. All aspects of professional and ethical decision making with the pediatric population is examined when choosing an appropriate frame of reference, developing an occupational profile, analyzing occupational performance through assessment and evaluation, collaboratively creating an intervention plan with goals and objectives, and planning discontinuation of services. Prerequisites: MOT 570. Corequisites: MOT 585L, 587, 589.

**MOT 587. Field Experience with Pediatrics • 2 credits**

The course provides integration of information learned in other OT courses through both field experiences and classroom activities. Students are able to observe and participate in community settings with the pediatric populations. Students are able to expand their knowledge of the role of occupation in health and wellness. Through interactions in the clinic and

school settings, students will continue to develop positive, professional and ethical integrity. Prerequisites: Completion of all health requirements and good standing in the MOT Program. Corequisites: MOT 585.

**MOT 589. Occupational Studies and Participation in Pediatrics • 3 credits**

This course explores the occupational development and behavior of children and adolescents. The importance of play and its role in the development of occupation is emphasized with particular attention given to inclusion, social participation, and health promotion. Additionally, the impact of the environment and interplay between it and the individual's capabilities will be examined. An in-depth examination of how occupations are performed under health circumstances and when impacted by illness or diseases is performed. The role the occupational therapist plays in promoting functional engagement in occupations, with a focus on adaptation, compensatory techniques, and accommodation, is considered within the various models of service delivery for children and adolescents such as the home, daycare, schools, and other community contexts. Additional focus will be placed on advocacy and promotion of OT services for clients in existing and emerging practice areas as well as the multi-disciplinary relationships and teams that promote optimal function for the client. Corequisite MOT 585, 589L, 585L.

**MOT 600. Occupational Therapy Research III: Implementing the Research Process • 2 credits**

Sampling and ethical collection methods learned in MOT 575 will be implemented under the guidance of a faculty research mentor in this course. Collaborating with practitioners and agencies in the data collection process will be included in the experience. Students will be dealing with the implementation and problem solving associated with conducting a research project. Pass/No Pass Grade. Prerequisites: MOT 575.

**MOT 610. Level I Intensive Fieldwork • 2 credits**

The course provides an opportunity for intensive clinical exposure in a setting of choice to synthesize information learned across the lifespan. Students will participate in the occupational therapy process by applying knowledge to practice and further developing an understanding of the needs of the client. Through interactions with clients, professionals and families, students will continue to develop positive, professional and ethical integrity while enhancing critical thinking skills. Prerequisites: MOT 587.

**MOT 625. Level II Fieldwork Seminars • 2 credit**

Level II Fieldwork Seminars are designed to assist the student as they bridge to practice, which includes preparing for successful completion of Level II Fieldwork. This course will build upon previous Fieldwork courses, through reflection and processing, and will aid the student in recognizing and meeting the expectations and requirements of Level II Fieldwork, the certification examination, and state licensure.

**MOT 630. Occupational Therapy Leadership and Management • 4 credits**

The student will develop skills required to perform the occupation of a manager of occupational therapy service as well as understand the importance of entering the field of OT as a leader and change agent. This will include knowledge of health care trends and legal issues as well as various models of service delivery and program management. The importance of developing a professional and ethical identity is a focus. The student will develop a comprehensive model for the delivery of occupational therapy services in an existing or emerging practice area. Prerequisites: Final academic semester in MOT program.

**MOT 640. Evidence Based Reasoning for Complex Issues • 4 credits**

Advanced level graduate course designed to identify the critical issues in the delivery of best professional practice to clients with complex needs. Evidence-based reasoning and ethical decision-making are utilized as they apply to occupational justice and the promotion of health of clients through case-studies and reflecting upon experiences from fieldwork. Best evidenced-based practice is applied as students develop collaboration and consultation skills in the community. Prerequisites: Final academic semester in the MOT program.

**MOT 645. Occupational Therapy Research IV: Dissemination of Research • 2 credits**

Building on the research and scholarly knowledge gained in Research I, II, and III students will be expected to disseminate the findings of their research project. To accomplish this, students will need to analyze their data and critically examine the findings of their study. Students will prepare a professional poster, paper, or brochure based upon their findings. Appropriate grant sources for further study will be examined. Upon completion of the course, the students will have professionally presented research findings to relevant faculty and student members of the campus community and members of the practice community. Students are encouraged to present their findings at the state and national level and to explore the submission of their research manuscript for appropriate publication. Prerequisites: MOT 600.

**MOT 650. Level II Fieldwork Experience • 4-6 credits**

First Level II fieldwork experience during which students are asked to demonstrate entry-level competency as an occupational therapy professional. These experiences may take place in a variety of practice settings, servicing a variety of clients across the lifespan. These experiences should allow the student to impact the health of their clients through the application of occupational justice, promote critical thinking and ethical integrity, enable practice, and develop their competency and professionalism as an occupational therapist. Pass/No Pass grade. Prerequisites: Successful completion of academic portion of MOT program.

**MOT 655. Level II Fieldwork Experience • 4-6 credits**

Second Level II fieldwork experience during which students are asked to demonstrate entry-level competency as an occupational therapy professional. These experiences may take place in a variety of practice settings, servicing a variety of clients across the lifespan. These experiences should allow the student to

impact the health of their clients through the application of occupational justice, promote critical thinking and ethical integrity, enable practice, and develop their competency and professionalism as an occupational therapist. Pass/No Pass grade. Prerequisites: Successful completion of academic portion of MOT program.

**MOT 660. Optional Level II Fieldwork • 1-6 credits**

Two weeks to three months of supervised fieldwork with any age client population. This Level II Fieldwork is an optional fieldwork and open to any traditional or non-traditional area within occupational therapy. Generally this fieldwork will be utilized for advancing students clinical skills into specialty areas. This may include but is not limited to any (or any combination) of the following: psychosocial, physical disabilities, pediatrics, hand therapy, work hardening, home health, community, cardiac rehabilitation, and management. Clients may exhibit psychosocial and/or medical deficits affecting their work/productive activities, occupations of daily living, or play/leisure skills.

## **Organizational Leadership**

**MOL 501. Leadership Theory • 3 credits**

Surveys contemporary theories of leadership. Students analyze and critically compare and contrast leadership theories for the purpose of identifying their relative strengths and weaknesses as practical leadership models and approaches. Course emphasizes connecting leadership theories and practices to leadership situations related to student experiences. This course should be the first class taken.

**MOL 512. Assessing Leadership Skills • 3 credits**

Examines how various aspects of character, values, purpose, balance and action are connected to essential leadership activities. Students will be challenged to examine how growing as a leader is based on their ability to grow as a person, and will develop a profile of their leadership abilities through personal reflection as well as the completion of various self-assessment instruments. Prerequisites: MOL 501.

**MOL 515. Decision-Making and Leadership • 3 credits**

Examines how leaders and organizations make decisions. Through the use of readings and case studies students should develop an understanding of organizational processes of decision making in addition to a leader's personal decision-making ability. Critical thinking skills as they pertain to decision making are closely examined. Prerequisites: MOL 501, 512.

**MOL 529. Conflict Management • 3 credits**

Seeks to uncover the theoretical understanding of the conflict process, the types of conflict, the conflict management styles and behaviors, the distinction between distributive and integrative conflict resolution attempts and types of intervention. The understanding of the theory is demonstrated through the construction of a personal case study of a significant work related conflict. Each week they will explore a different aspect of their conflict situation that is connected to the theoretical

material under consideration. Prerequisites: MOL 501, 512.

**MOL 540. Strategic Communication in Organizations • 3 credits**

Focus on communication issues confronted in organizations. Examines theories and models of communication and the skills necessary for a leader to effectively communicate within the organization. Internal communication issues, strategies for effective communication, use of and issues surrounding new communication technologies are also explored. Prerequisites: MOL 501, 512.

**MOL 557. Building Effective Teams • 3 credits**

Explores the theory and practice of group and team development. Participants will gain a basic understanding of team development within organizations and how and when to develop high-performance teams. Special emphasis will be on developing the knowledge, skills and abilities to facilitate groups and teams. A connection will be drawn between team building, communication and leadership.

**MOL 621. Human Behavior in Organizations • 3 credits**

Study of the organization (for profit and non-profit) as a complex system: line and staff functions, administration/leadership styles, motivation and group dynamics, and impact of each on the achievement of organization goals. Prerequisites: MOL 501, 512.

**MOL 625. Leading Organizational Change • 3 credits**

Blends background and learning from earlier courses on leadership with concepts and models of organizational change. The change process involves a series of steps that focus on vision, implementation, and change agents. Provides insight into types of change impacting organizations and possible strategies to address those changes. Prerequisites: MOL 501, 512.

**MOL 635. Servant Leadership • 3 credits**

This course will take an interdisciplinary approach to the theories, principles, behaviors, skills, tools and leadership qualities needed to become a servant leader. Prerequisites: MOL 501, 512.

**MOL 645. International Issues in Leadership • 3 credits**

Research over the last quarter century has shown that leadership and management theories and practices are important variables in organizational success, but are also strongly related to the national cultures in which they are grounded. This course will explore how leadership and management vary across cultures and national boundaries. That is, what are the leadership concepts and practices which must change as we cross these boundaries? Then we will examine how concepts and theories of organizational leadership are conceived and practiced in three major geographic/cultural regions of the world: the United States and Canada; Europe (basically the expanded European Union); and East Asia (China, Japan and South Korea). The course will be conducted in a discussion seminar format. Prerequisites: MOL 501, 512.

**MOL 655. Political and Civic Leadership • 3 credits**

Addresses the essentials of political, civic, and community service as both a full-time and part-time endeavor. Topics include civic literacy, citizen power, running for elected office, organizing and managing political and charitable organizations. Examines community service as an essential part of successful leadership. Prerequisites: MOL 501, 512.

**MOL 685. Human Resources Management • 3 credits**  
Human resource management at the first-line and middle management levels of personnel administration. Forecasting employment needs, attracting and orienting personnel, legal aspects of personnel selections, performance appraisal, motivations training and development, salary and promotion policies, discipline and labor relations. Prerequisites: MOL 501, 512.

**MOL 691. Dialogical Skills • 3 credits**  
To provide interpersonal communication skill building for typical management and leadership scenarios in order to facilitate gaining agreement on mutually beneficial solutions. Pre/Co-Requisites: MOL 540.

**MOL 701. Planning Strategically • 3 credits**  
Reviews the traditional organizational process and then examines the organization from a strategic perspective. Students will learn how to apply a variety of tools and techniques for decision-making and will develop strategic approaches to management decisions. Encourages students to think strategically about organizations in increasingly diverse environments. Prerequisites: MOL 501, 512.

**MOL 710. Ethics and Leadership • 3 credits**  
Examines ethical decision making as it relates to leadership. Theoretical and practical applications of ethical principles as they relate to the organizational environment are examined. Prerequisites: MOL 501, 512.

**MOL 715. Leadership Work Action • 3 credits**  
The purpose of this course is for learners to put into practice the leadership knowledge and skills they have been mastering during their MOL studies. This will be done by researching, studying, planning, recommending and leading/executing a change project at their place of employment – we call this a Work-Based Action Project. The Action Project needs to be a concrete action activity, not simply planning or analysis although those activities can be included. Focus should be on either strategic problems or opportunities for the Learner's organization – meaning the Project needs to have a direct impact on the goals of the unit or organization. Projects should look to involve something that is never been done before at the organization, something that has/is being done but which is currently failing, something where the solutions are not immediately obvious or that there is controversy over likely solutions. The Project should specify challenging but attainable goals. The class meets eight times over 16 weeks, generally four weekly meetings in a row and then four meeting spread out over the rest of the semester. Prerequisites: MOL 501, 512; 24 credits from MOL.

**MOL 716. Leadership Research Paper • 3 credits**  
This course, together with the work based action project class (MOL 715), functions as a capstone experience for the MOL program. Whereas the work based action project class emphasis is on the practical application of what has been learned in the program, this class is designed to help learners consolidate their grasp over the abstract and theoretical material they have covered in previous courses. The consolidation occurs in the form of a formal academic paper that addresses a contemporary issue in leadership studies. Learners are guided through a process to help them envision and develop a research project appropriate to leadership issues. They then receive assistance in generating the research material necessary to write a formal paper. In the third phase of the class, learners work in learner groups under faculty guidance to write and re-write their formal paper until it achieves the necessary level of academic quality. Finally, learners will make a formal presentation explaining their findings. The class meets eight times over 16 weeks. Prerequisites: MOL 501, 512; 30 credits from MOL.

**MOL 790. Independent Inquiry in Leadership • 3 credits**  
This course is an experiential and theoretical exploration in an area of focused study regarding organizational development. Incorporates case studies and experiential skill development. Focuses on integration of information leading to an action plan for effective organizational future positioning. May be taken online depending on instructor. Please check with Director. Prerequisites: MOL 501, 512.

**MOL 792. Special Topics • 3 credits**  
Deals with specific topics not covered in regular course offerings. Course content to be agreed upon between student and the Program Director. Prerequisites: MOL 501, 512.

## Pastoral Theology

**MPTH 499. Introduction to Scripture • 0 credit**  
Acquaints students with the basic ways of approaching theological study, with particular emphasis paid to theological method and its application to various theological disciplines.

**MPTH 500. Readings in Pastoral Theology • 1-2 credits**  
Working with an MPTh instructor, the student will select a particular theological theme or topic and be guided through a selection of primary/secondary readings. Typically, the student will meet with the instructor regularly and communicate as needed through Blackboard.

**MPTH 501. Old Testament: Torah and Prophets • 2 credits**  
This course will offer an introduction to the basic content of the Old Testament with an emphasis on what the texts were meant to communicate in their original contexts. Attention will be paid to specific theological issues, noting the diversity of what the OT has to say about God and humanity. This course will cover texts from the Torah, and the former and latter prophets. Course will also discuss the roll of the Old Testament as Christian Scripture and address issues of preaching on Old Testament

texts. Prerequisites: MPTH 499 or evidence of comparable background.

**MPTH 502. Old Testament: The Writings • 1 credit**

This course will explore the “Writings” of the Old Testament. Course will explore poetic texts, such as the Psalms, explore in depth the issues raised during the Second Temple period, especially the problem of evil as expressed in wisdom texts such as Job, Proverbs, Ecclesiastes, and Sirach. It will also explore Jewish narratives, such as Daniel, Esther, Judith, Tobit, and Ruth. Prerequisites: MPTH 499 or evidence of comparable background.

**MPTH 503. New Testament Letters • 1 credit**

This course is an introduction to the epistolary discourse in the New Testament, with 1) a focus on Paul, the communities to which he writes, and the theology and rhetoric of his letters; 2) the theology and context of the Deutero-Pauline letters and the Pastoral letters; and 3) exploration of the “Catholic” Letters. Prerequisites: MPTH 499 or evidence of comparable background.

**MPTH 506. The Johannine Literature • 1 credit**

This course will offer an exploration of the unique voice offered by John in the New Testament canon. It will examine the specific theological argument made by this author, and analyze the place of Johannine Christianity within the diversity of Christianities in the first and second century, especially as traced into the Johannine Epistles. Prerequisites: MPTH 499 or evidence of comparable background.

**MPTH 507. Synoptic Gospels • 2 credits**

This course is designed to introduce the background from which the synoptic gospels emerged and the specific shape each evangelist gives to his narrative about Jesus. Special emphasis will be on how each presents a unique picture of Jesus. This information will equip students to be effective and reflective readers, interpreters, and preachers. Prerequisites: MPTH 499 or evidence of comparable background.

**MPTH 521. Introduction to Liturgy • 1-2 credits**

This course introduces students to the communal prayer of the Church and the historical development of liturgical practices. Topics addressed include: the concept of communal prayer, sign and symbol, the liturgical year, and liturgical roles, vesture and furnishings. Prerequisites: MPTH 499 or evidence of comparable background.

**MPTH 523. Liturgy and Spiritual Theology • 1-2 credits**

This course focuses on two areas of Christian prayer. The first traces a history of the development of Christian prayer as it has evolved and been formed by Church tradition and practice. The second area centers on the theology of Christian prayer from the experience of discursive, through contemplative and culminating in the Christian mystical tradition. The practical application of this course is a challenge to situate a meaningful prayer-life into the larger experience of spiritual-sacramental growth as a Christian journey.

**MPTH 527. Sacramental Theology I • 3 credits**

This course traces the theological, historical, pastoral and practical development of adult and infant initiation in the Church, along with the sacraments of healing. Topics to be considered include: Baptism for infants, the RCIA, Confirmation, Reconciliation, and Anointing of the Sick. Special attention is given to the ministry of the permanent deacon in the sacramental life of the church. Prerequisites: MPTH 499 or evidence of comparable background.

**MPTH 529. Sacramental Theology II • 2 credits**

This course examines the sacraments of healing and vocation: Reconciliation, Anointing of the Sick, Orders, and Matrimony. Special attention is given to the ministry of the permanent deacon in the sacramental life of the church. Prerequisites: MPTH 499 or evidence of comparable background.

**MPTH 531. Moral Theology I • 2 credits**

This course introduces the basic principles of Catholic moral theology. It includes ethical theories as well as topics concerned with individual moral development such as the virtues, character, conscience, moral decision making, and the use of scripture in the Catholic moral tradition. Issues in human sexuality will be discussed in reflection upon official Catholic teaching and current theological discussion. A pastoral approach will be emphasized. Prerequisites: MPTH 499 or evidence of comparable background.

**MPTH 533. Moral Theology II • 2 credits**

This course surveys Catholic thought on social and biomedical ethics. Catholic teaching on social justice principles and documents will be discussed, examining some key national and global issues. An overview of the Catholic tradition regarding medical ethics and health care will be presented along with basic principles. Official Catholic teaching and current theological discussion on topics including beginning of life and end of life issues, genetics, and the health care system in the U.S. will be examined. A pastoral approach to these issues will be emphasized. Prerequisites: MPTH 499 or evidence of comparable background.

**MPTH 541. Systematics I • 2 credits**

This course introduces students to the principles, systems and language of theology based on a Christian anthropology. Emphasis is given to the foundational elements of Christian belief: faith and the response to faith, the existence of God, the believing community, and the teaching office of the Church. Attention is also given to developing skills for theological research and the sources used in theological research. Prerequisites: MPTH 499 or evidence of comparable background.

**MPTH 542. Church History: Early and Medieval • 2 credits**

This course provides an overview of the development of historical theology from the beginning of the Christian Church through the time of the Renaissance. Particular themes include the relationship of the Church to its roots in Judaism and to the diverse cultures in which it has developed. Students will read primary source documents along with secondary sources so as to

analyze the complex interplay of social, religious, political and economic factors at work during this time period. Works of representative theologians will provide particular insights to the Church's fidelity to its mission within a changing world.

Prerequisites: MPTH 499 or evidence of comparable background.

**MPTH 543. Systematics II • 2 credits**

This course introduces the fundamentals of the church's teaching about the person and work of Jesus Christ, the Trinity, and the Holy Spirit. The course focuses on the development of faith and doctrine through the writings of the Church Fathers, the spiritual and liturgical life of the Christian community, and the early Councils of the Church. Prerequisites: MPTH 541(preferred) or MPTH 499.

**MPTH 544. Church History: Reformation to Modern • 2 credits**

This course studies historical theology and related events, persons and ideas of the Church and society from the Renaissance period through contemporary time. Key topics include the Protestant and Catholic Reformations, the Second Vatican Council, the development of the Catholic Church in the United States, and contemporary issues in the area of social justice, the environment, peace and non-violence. Students will read primary source documents along with secondary sources so as to analyze the complex interplay of social, religious, political and economic factors at work during this time period. Each student is expected to be open to dialogue and to engage in critical assessments of the material via class discussion and formal writing. Prerequisites: MPTH 499 or evidence of comparable background.

**MPTH 547. Systematics III • 2 credits**

This course continues to address the fundamentals of theology, with particular emphasis on key areas not covered in individual courses: Eschatology, Mariology, Communion of Saints and contemporary issues. Special attention will be given to ecumenical dialogue. Prerequisites: MPTH 499 or evidence of comparable background.

**MPTH 549. Ecclesiology & Vatican II • 2 credits**

The purpose of this course is to familiarize the student with the basic teachings of the Second Vatican Council as contained in its documents. The course provides a basic introduction to the history and development of council teachings and the factors that helped to shape the work of Vatican II, with particular emphasis on a theology of church and ministry. The place of the deacon in the hierarchical structure of the church will be addressed. Prerequisites: MPTH 541(preferred) or MPTH 499.

**MPTH 556. Introduction to Pastoral Care I and II • 2 credits**

This course examines the theological foundations of pastoral theology, care and counseling. Pastoral care and counseling are viewed as theological tasks rooted in the Christian tradition and an important activity of the church and its ministries. Prerequisites: adult self-awareness in ministry.

**MPTH 557. Catechesis • 1 credit**

This course on the catechetical ministry of the Church introduces students to the General Directory for Catechesis. The class briefly considers the historical teaching office of the Church. Attention is also given to the theories that inform the practice of teaching in the Church today including: Evangelization, R.C.I.A., sacramental preparation, catechesis for children and youth, and adult faith formation. In the final part of the course practical solutions to several problems encountered by catechists in the parish setting today are offered for discussion. Prerequisites: MPTH 499 or evidence of comparable background.

**MPTH 558. Introduction to the Ministry of the Permanent Deacon • 1 credit**

This course provides an overview for deacon candidates and families to the ministry of the permanent deacon. The course includes the development of the role of the deacon in church life, an introduction to the principles of the reinstatement of the diaconate in the Second Vatican Council and a presentation on the spiritual, theological and ministerial life of permanent deacons in the church today. Emphasis is placed on the role of the families of deacons in ministry and the distinctive vocation of deacons, particularly as expressed in the writings of the United States Bishops. Prerequisites: Basic familiarity with structure and ministry within the Catholic church.

**MPTH 560. Canon Law for Ministry • 2 credits**

This course provides an introduction to the Code of Canon Law in preparation for ministry in the Church. Areas of consideration include the structure and history of canon law, general norms, sacramental law, diocesan and parish structures, marriage law, and the rights and obligations of the Christian faithful, with special emphasis on those related to the ministry of the permanent deacon. Discussion of diaconal faculties in the diocese.

**MPTH 561. Homiletics • 1 credit**

This course covers theoretical aspects of liturgical preaching including the definition of the homily, the place of the homily in liturgical celebration, methods of preparation and sources for material. Candidates also participate in a workshop in which they will develop, deliver, and critique homilies. Prerequisites: At least 4 graduate credits in Scripture.

**MPTH 563. Liturgical Practica I, II • 2 credits**

These practica are designed to acquaint the permanent deacon candidate with the basic skills and a level of comfort needed to perform liturgical ministry in different circumstances. This formation includes use of liturgical books, planning and executing liturgies, liturgical norms and guidelines for the diocese and use of vessels and vesture. Specific ritual actions addressed include: liturgical proclamation, assisting at Eucharist, baptism, R.C.I.A., marriage, wakes, and funeral services. Prerequisites: MPTH 521, 527, and 529.

**MPTH 569. Pastoral Skills Workshop • 1-2 credits**

Course content will vary. It will always be a workshop on specific pastoral skills such as Pastoral Counseling or Pastoral

Management at those times when they fit the needs of a sufficient number of students.

**MPTH 591-598 – 1 credit each; total of 8 credits**

Students enroll in eight weekend workshops listed below over a two year period. They are designed for those desiring specialized knowledge and skills in youth ministry. The weekend workshops are numbered individually allowing students to complete the program over 2-4 years.

- **MPTH 591. Practices of Youth Ministry**
- **MPTH 592. Principles of Youth Ministry**
- **MPTH 593. Fostering the Faith Growth of Youth through Evangelization and Catechesis**
- **MPTH 594. Fostering the Faith Growth of Youth through Justice and Service**
- **MPTH 595. Fostering the Faith Growth of Youth through Prayer and Worship**
- **MPTH 596. Foundations for Ministry Leadership**
- **MPTH 597. Skills for Christian Leadership**
- **MPTH 598. Fostering Faith Growth of Youth through Pastoral Care**

**MPTH 610. Integration Paper • 1-2 credits**

The paper is intended to demonstrate the ability of the student to integrate various courses in various theological disciplines with one another as well as with the student's own ministry. The topic is selected in dialogue with a faculty member who will serve as director for the paper. The final copy of the Integration paper must be completed and approved at least 2 weeks before the student's graduation. Prerequisites: completion of at least 25 credits in the program.

## Physician Assistant

**BIOL 550. Human Gross Anatomy • 5 credits**

This intense, eight-week advanced course in the study of the human body involving cadaver dissection. A regional-based approach emphasizing the relationships of anatomical structures will be used. Students will apply knowledge of anatomy to clinical practice. Some discussion of embryonic development and how it relates to adult anatomy will occur. Also, students will be introduced to cross-sectional anatomy and radiology as it pertains to medical imaging. Lecture and laboratory.

Prerequisites: Admission to Master of Physician Assistant Studies (MPAS) program or permission of instructor.

**MPAS 510. Advanced Physiology • 5 credits**

This course will cover, at an advanced level, the fundamental principles of physiology. The course will cover cell physiology, neurophysiology, musculoskeletal system physiology, renal physiology, respiratory physiology, gastrointestinal physiology, endocrinology, and reproductive physiology.

**MPAS 520. Medical Pathology • 5 credits**

This course will examine the underlying biochemical, cellular, and physiological changes which occur in human disease. Emphasis will be placed on the most common conditions. This course integrates general pathology and laboratory medicine to

prepare the student for the clinical medicine course.

Prerequisites: Enrolled in Physician Assistant Program.

**MPAS 530. Clinical Laboratory Science • 3 credits**

This course will provide the student with an overview of commonly ordered laboratory tests, accurate application of the tests, and interpretation of the data. Proper laboratory technique for selected tests will also be covered along with quality control measures. Additionally, evaluation and correlation of laboratory data used in the diagnosis and treatment of common infectious disease states will be covered.

**MPAS 600. Professional Practice Issues • 1 credit**

This course will introduce the students to the physician assistant profession. Students will gain an understanding of professionalism and the role of the physician assistant. In addition, students will also learn the history of the profession, the profession's organizations, the credentialing and certification process, as well as an introduction to the health care system.

**MPAS 620. Communication in Medicine I • 2 credits**

This course is designed to provide students the skills necessary to become proficient in communication – including verbal communication, non-verbal communication, and medical writing skills. Communication is a core component in the practice of medicine. Good communication between patient and provider improves patient outcomes. To effectively build communication skills, the course will address the basic fundamentals and integrate these skills into the clinical curriculum.

**MPAS 625. Communication in Medicine II • 1 credit**

This course is designed to allow students to build upon the knowledge and skills obtained in Communication in Medicine I and develop the skills to higher levels. Students will continue to improve their competency in the areas of verbal communication, non-verbal communication, and medical writing skills. Patient education and counseling skills will be presented. There will be significant emphasis placed on communication necessary for interdisciplinary care. The skills learned in this course will be integrated into the clinical curriculum, thereby allowing the student to become more familiar with medical communication.

**MPAS 630. Healthcare Systems • 2 credits**

The course will provide the physician assistant student an overview of the major types of healthcare systems along with clinical management practices. Coding and reimbursement will be reviewed as well as quality assurance and risk management. Access to care, socioeconomic, and legal issues will be covered.

**MPAS 640. Medicine I • 8 credits**

The Medicine I course is designed to introduce students to the process of clinical decision making by utilizing critical reasoning skills to diagnose and treat illness and disease. This course will focus on the most commonly diagnosed medical problems. Lectures by PA faculty will comprise the majority of the course. However, there will be Problem Based Learning sessions in small group format for two hours each week.

Strategies for disease prevention and promotion throughout the lifespan will also be emphasized. This course will lay the foundation for Medicine II which is offered in the Summer Semester.

**MPAS 645. Medicine II • 11 credits**

This course is designed to build upon material presented in the Medicine I course and prepare students for the clinical phase of their education. The course will lay the foundation for life-long process of self-education in medicine. The course focuses on etiology, pathology, clinical course and manifestations, diagnosis, treatment, patient education, epidemiology, and preventive aspects of diseases and disorders encountered in the practice of medicine. The course will follow a systems-based approach. In addition, a section will cover EKG interpretation.

**MPAS 650. Pharmacotherapy I • 3 credits**

The course will provide students basic pharmacologic information focusing on pharmacokinetics and pharmacodynamics of various classes of drugs. The judicious use of drugs in physician assistant practice will be emphasized. This course will lay the foundation for the Pharmacology II course.

**MPAS 655. Pharmacotherapy II • 2 credits**

This course is designed to build upon material presented in the Pharmacology I course and will emphasize Pharmacotherapeutic practice. Commonly prescribed drugs will be examined with the focus on appropriate drug selection based on individual patients, common adverse reactions, and drug interactions. The cost and efficacy of drugs will be studied. Prescribing for special patient populations will be addressed to include pregnancy, lactation, pediatrics, and geriatrics.

**MPAS 660. Clinical Skills I • 2 credits**

This course is designed to provide students instruction in the fundamental clinical skills necessary for patient care. A primary focus will be learning to perform a complete physical examination. In addition, the student will learn critical reasoning skills necessary to integrate pertinent physical exam findings with differential diagnoses.

**MPAS 665. Clinical Skills II • 1 credit**

This course is a continuation of Clinical Skills I and the student is introduced to more complex technical skills to include suturing, casting, splinting, IVs/injections, gowning, gloving, and a general orientation to the operating room. Students will learn proper sterile technique. Students are given an introduction to common minor procedures. In addition, Basic Life Support, Advanced Life Support, and Pediatric Life Support classes will be part of this course so as to certify the student prior to clinical rotations.

**MPAS 670. Issues in Research I • 3 credits**

This course is designed to introduce the student to clinical research and the principles of evidence based medicine. There will be an introduction to electronic databases. Research design, measurement principles, and descriptive statistics will be

covered. An emphasis of the course will be on scientific methods and clinical research.

**MPAS 675. Issues in Research II • 1 credit**

This course is designed to build upon the material presented in the Research Issues I course. Scientific methods, evidence-based practice principles, and clinical research will be studied in more detail. The course will focus on research design and the appropriate use and interpretation of statistical analysis related to clinical research.

**MPAS 677. Research Application • 2 credits**

Students will complete a scholarly project under the supervision of PA faculty. Utilizing databases, students will review medical literature, interpret, and critically evaluate the literature and its application to patient care in order to promote evidence-based clinical practice.

**MPAS 680. Behavioral Medicine • 4 credits**

This course will focus on neurobiological, emotional, social, and cultural influences and their effect on health and illness in the practice of primary care medicine. Human development across the lifespan will be presented as well as end of life issues. Normative and maladaptive responses to developmental tasks and life stressors in relation to physical and emotional health will be emphasized. Health disparities will be emphasized. In addition, preventative health care and patient counseling will be presented. Prerequisites: Enrolled in Physician Assistant Program.

**MPAS 690. Medical Ethics • 2 credits**

This course is designed to introduce PA students to the main concepts and practices in medical ethics. Three areas of medical ethics are examined: professional ethics, clinical ethics, and ethics in relation to selected areas of medical law. Additionally, students will be introduced to a structured approach for identifying, analyzing, and resolving ethical issues in clinical medicine. The interaction of medical law and medical ethics will be examined particularly in relation to patient rights and protections in clinical practice, medical practice acts, professional liability, and medical malpractice.

**MPAS 700. Clinical Preceptorships • 4 credits**

Clinical clerkships involve the student being introduced to clinical medicine under the supervision of a board certified physician. Experiences will include outpatient management, inpatient management, emergency management, surgical procedures, obstetrics, and psychiatry. Clerkships will utilize a variety of settings to expose the student to differences in practice styles and healthcare delivery. Sites will include outpatient clinics, hospitals, long-term care facilities, rural clinics, and emergency rooms. Experience gained through the clerkships, as well as continued self-study will prepare the student for their comprehensive examination and the national certifying examination. Prerequisites: Successful completion of the didactic phase of the PA program.



## Social Work

### **MSW 510. Generalist Practice I (Required) • 3 credits**

Teaches a generalist approach to social work practice based on an empowerment model. Students will acquire the knowledge, skills, values, and methods of generalist social work to facilitate the assessment, planning, intervention, and ending phases of the practice process. Emphasizes social justice, cultural competence, and practice with members of oppressed groups.

### **MSW 520. Generalist Practice II (Required) • 3 credits**

This course broadens students' understanding of generalist practice processes with special emphasis on methods and skills for effecting change in groups, organizations, and communities. The focus on empowerment, cultural competence, and social justice introduced in MSW 510 continues in this course. Prerequisites: MSW 510.

### **MSW 525. Practice Skills Lab (Required for Advanced Standing Students) • 1 credit**

This course develops students' abilities as social work practitioners, emphasizing the core elements of an empowerment-oriented generalist practice approach. Students will learn and demonstrate client-centered dialogue skills necessary to implement an empowerment method. In addition, students will use a case study to apply empowering processes to generalist social work assessment, intervention, and evaluation. The case application will integrate social work practice with social policy, human behavior theory, and research as well as emphasize social work values and respect for human diversity—key elements of empowerment based practice.

### **MSW 530. Empowerment Practice I (Required) • 3 credits**

This course advances students' abilities to implement empowerment-oriented strategies with clients in a clinical setting. Students will develop a strengths-focused, research-supported, and collaborative clinical approach to address client issues in ways that highlight client strengths, maintain sensitivity to cultural and gender diversity, and recognize the value of contextual change. Specifically, students will become proficient in facilitating a solution-focused approach, intervening in situations from a cognitive-behavioral perspective, and working to align clinical efforts with client readiness through strategies to recognize and accentuate client motivation.

### **MSW 540. Empowerment Practice II (Required) • 3 credits**

This course focuses on empowerment practice through designing and implementing change efforts within organizational and socio-political realms. Students will acquire knowledge and skills to mobilize client groups toward social change, reshape organizations to empower rather than oppress clientele, to create opportunity structures through societal resource expansion, and to fashion a just and responsive community environment. Prerequisites: MSW 530.

### **MSW 550. Empowerment Social Work in Mental Health (Elective) • 3 credits**

Provides a comprehensive overview of the provision of mental health services in the United States as they are provided in mental health settings and in other health and human service settings. The course addresses definitions of mental health and mental illness, the effect of mental illness on diverse client systems, utilization and critical evaluation of the DSM IV, and the strengths model of case management in working with persons with severe and persistent mental illness. Mental health policy, the impact of managed care in mental health services, and advances in mental health research will be examined. Prerequisites: Completion of foundation coursework.

### **MSW 560. Empowerment Social Work in Child Welfare (Elective) • 3 credits**

Provides a foundation for empowerment practice in child welfare. The class will review the entire field of child welfare policy and practice, focusing on assessment and decision-making in child welfare from a strengths perspective and empowering families to provide nurturing and safe environments for their children. Prerequisites: Completion of foundation coursework.

### **MSW 570. Couple and Family Therapy (Elective) • 3 credits**

Prepares students broadly to collaborate with couples and families of varying characteristics, including heterosexual, cohabitating, and marital couples, and nuclear, traditional, same sex, blended, and multi-generational families. Students will also learn practice strategies effective in overcoming challenges in many areas of family life. The course utilizes a dynamic and experiential format to involve students in theory-based activities, observation groups, and role-plays exemplifying empowerment-influenced ways to intervene with couples and families. Students will also learn to integrate diverse perspectives and methods to construct their own personal style and approach to couple and family therapy. Prerequisites: MSW 530.

### **MSW 580. Empowerment Social Work in Aging (Elective) • 3 credits**

Designed to introduce students to the conceptual and theoretical components of social gerontology. In doing this, issues related to human development, generally, and specific concerns and problems of the later years, including social policies as they affect the aged, will be examined. Designed to provide students with a social theoretical perspective on the aging process, which will aid them in understanding and analyzing social policies and treatment programs for aging persons. Gives focus to the varying ethnic and cultural contexts within which individuals live and move in the later years. This will further aid students in distinguishing normative from non-normative patterns of aging. Prerequisites: Completion of foundation coursework.

### **MSW 590. Advanced Group Work (Elective) • 3 credits**

This course builds on the students' knowledge of group theories, processes, and dynamics taught in the foundation year. Students will learn empowerment practices appropriate for various social work groups including those designed for therapeutic change, identity development, skill attainment, interpersonal support, rehabilitation, social control, and/or social action. Integral to the structure of the course, students will plan, initiate, facilitate, and

evaluate a social work group in their field, work, or other prearranged setting. Prerequisites: Completion foundation coursework.

**MSW 591 and 592. Field Instruction I and II (Required) • 3 credits**

Field instruction is recognized as the signature pedagogy in social work education. As the central form of instruction where learners are socialized to the profession, link theory and practice in context, critically reflect on learning, and demonstrate competency for professional practice, the foundation year practicum takes place in community agency settings, sixteen contact hours per week, and prepares students for generalist social work practice with individuals, families, groups, organizations, neighborhoods, communities, and the society.

**MSW 591:** Corequisites: MSW 601.

**MSW 592:** Corequisites: MSW 602.

**MSW 593 and 594. Field Instruction III and IV (Required) • 4 credits**

As the signature pedagogy for the profession, field instruction in the concentration year provides students with a range of practice experiences in community agency settings, 16 contact hours per week. As the central form of instruction where learners are socialized to the profession, link theory and practice in context, critically reflect on learning and demonstrate competency for professional practice, the concentration practicum builds upon generalist competencies to fully incorporate a strengths orientation, to develop and maintain a true collaboration with clients, to infuse an astute political awareness in practice activities, and to maintain a reflective practice stance.

**MSW 593:** Corequisites: MSW 603.

**MSW 594:** Corequisites: MSW 604.

**MSW 595. Field Externship • 3 credits**

Designed for persons who hold an MSW degree from a CSWE accredited program who wish to complete the necessary requirements for School Social Work certification in Illinois. The practicum includes a minimum of 6000 contact hours in an approved school setting. Prerequisites: MSW degree and permission of field education director.

**MSW 601 and 602. Field Seminar I: Policy Issues and Field Seminar II: Policy Practice (Required) • 1 credit**

Foundation Field Seminar provides students with support and information concurrent to agency-based field instruction. Designed to assist students in integrating classroom learning with practicum experience, this course provides an opportunity for students to further understand social welfare policies and the social services delivery system; to apply foundation skills, values, and knowledge; to develop an awareness of self; and to discuss practice issues. The field seminar serves as a professional support group and provides an opportunity for practicing group leadership skills.

**MSW 601:** Corequisites: MSW 591.

**MSW 602:** Corequisites: MSW 592.

**MSW 603 and 604. Field Seminar III: Social Work Ethics and Field Seminar IV: Ethical Decision Making**

**(Required) • 2 credits**

Concentration Field Seminar provides students with support and opportunities for integrating classroom learning with the practicum experience and in developing knowledge and skills in the advanced empowerment method. Core components of this seminar include social work values and ethical principles in practice and research; program evaluation and outcomes measurement; preparation for professional social work practice; and consideration of future issues in social work practice. The field seminar serves as a professional support group and provides opportunity for professional leadership and skills development.

**MSW 603:** Corequisites: MSW 593.

**MSW 604:** Corequisites: MSW 594.

**MSW 610. Human Behavior Theories (Required) • 3 credits**

The goal of this course is to provide information about the multiple factors which affect human biological growth, personality development, and behavior. This course will focus on the interactions between the developing person, his/her family, and the social systems in which that lifelong development takes place. Human development is studied within the context of those biological, psychological, and socio-cultural systems which affect, and are affected by, human beings. Incorporated into this context is current knowledge related to ethnic minorities and oppressed groups. In connection with such course content, attention is also focused on differences in values and life styles, and the issues that they generate for the understanding of human development, and for the role of the social work practitioner.

**MSW 620. Diversity & Social Systems (Required) • 3 credits**

Aspects of human behavior are examined in their socio-cultural context emphasizing structure, class, ethnicity, race, sexuality, and age as major themes. This course will examine a number of social and social-cultural theories, which contribute to an understanding of the interactions between individuals and the social environment. Contemporary human-social problems, which are evidenced at societal, organizational, and group levels of interaction, will be discussed not only from the perspective of socio-cultural theory, but in terms of personal and collective ethical stances as well.

**MSW 710. Social Work Research Design**

**(Required) • 3 credits**

The purpose of this course is to assist students in gaining knowledge and skills and to understand the problems generalist social workers encounter and the methods for evaluating change. Students in the course will develop the ability to understand research on conceptual, theoretical and practical levels in order to become an effective consumers and practitioners of research.

**MSW 720. Social Work Program Evaluation**

**(Required) • 3 credits**

Focuses on the research and analytical skills needed to understand, assess, and improve social work practices and programs. The application of these methods and tools include the areas of quantitative and qualitative analysis and empowerment evaluation. The impact of both the personal and

professional values of the research will be explored in the course as applied to research processes. Specifically, the need to take into account issues related to diverse and at-risk populations is emphasized. The person-in-the-environment is stressed, as it is fundamental to understanding and effectively using social work research. Substantive content from the areas of Ethics, Social Work Policy, Human Behavior in the Social Environment and Social Practice are integrated into the course through the required and recommended readings.

**MSW 810. Social Welfare Policy (Required) • 2 credits**

Examines the history of the social work profession and its contribution to the development of social welfare programs and policies in the United States. Covers policy considerations in various fields of social work practice with special attention to social policies and their effects on women and dependent children, and people deprived of power because of race, age, physical or mental disability, and diverse political, religious, and sexual orientation.

**MSW 820. Social Policy Analysis (Required) • 2 credits**

Features application of an analytical framework to critically study and analyze current public policy issues and legislation that affect various fields of practice in the social services delivery system. Focuses on the role of the social worker as policy practitioner for social policy development, implementation, and analysis.

**MSW 830. Supervision (Elective) • 3 credits**

Designed to provide students with the requisite knowledge for effective and empowering supervision of personnel and program administration in social service organizations. Examines the purpose, principles, and methods of supervision and consultation, which are applicable to many settings in social work. Integrates theories of organizational behavior and legal considerations for the supervisor in job analysis and design, personnel recruitment and selection, training and development, performance evaluation, and retention and dismissal.

**MSW 840. Exceptional Child for Social Workers: Cross Categorical Special Education Methods (Elective) • 3 credits**

This course deals with the personal, social and educational implications for the lives of people impacted by exceptionality. Topics include diversity, marginalization, school reform, non-categorical service delivery, positive behavior supports, and educational agencies. Included are historical trends and current educational policies and practices and the consequences for students, their families, and communities. Prerequisites: Completion of foundation coursework.

**MSW 850. Empowerment Social Work in School Settings (Elective) • 3 credits**

This course prepares students for effective multi-systemic social work practice in public school settings. Emphasis is placed on knowledge and skill development for assessment and intervention in multicultural school settings and practice with diverse student groups. Education law, especially as it relates to special education eligibility and services, is a core aspect of the course. Topics include effective strategies for consultation with

school personnel, organizational change, participation in multidisciplinary teams and collaboration with community professionals. Prerequisites: Completion of foundation coursework.

**MSW 860. Economic and Social Justice (Elective) • 3 credits**

Selected principles and skills of social justice applicable to social welfare settings are introduced. The influences of the U.S. economic system on funding patterns, organizational environments, structure and staff roles within social welfare settings are considered. Issues to be faced and resolved in the global competition for scarce resources will receive special attention.

**MSW 870. Management in Human Services (Elective) • 3 credits**

Emphasizes content that will inform the following aspects of fiscal management: planning to plan; needs assessment techniques; service objective formulation; building budgets based on service objectives; evaluation of program and service objectives; grant-writing.

**MSW 910. Mental Health Practices and Policies in India and the United States (Elective) • 3 credits**

This elective course in social work emphasizes comparative approaches to the analysis of mental health policies and practices in India and in the United States. Course content includes: international and comparative approaches in social welfare policy and practice, mental health as an area within international social work, mental health practice and policy in India and in the United States, cultural competency, and cross-cultural learning exchanges with social work students and mental health professionals in India.

**MSW 920. Empowerment Social Work with Substance Using Disorders (Elective) • 3 credits**

This course is designed to provide knowledge and skills to promote competence for the prevention, identification, assessment, treatment, and referral of clients with substance using disorders across all practice settings. Included in current research concerning complex causal factors and empirically based interventions as these etiologies and treatment technologies relate to diverse client groups. Students will utilize a systematic approach in the evaluation of client systems and apply a community based recover management model. Prerequisites: Completion of foundation coursework.

**MSW 930. International Social Work and Social Welfare (Elective) • 3 credits**

Apply social work principles and social justice and empowerment perspectives to international social and economic development and cross-cultural social work practice. Designed for students interested in international social work practice abroad and/or transnational work in the United States.

**MSW 940. Feminist Social Work (Elective) • 3 credits**

Focuses on the unique pressures and problems that confront women today, with emphasis on the barriers and stresses facing poor women, women of color, and aged women. Attention will

be directed toward evolving a practice perspective that is most suited to meeting the particular needs of women clients.

**MSW 950. Empowerment Social Work in Health Care (Elective) • 3 credits**

Identify and develop an understanding of the issues inherent in working in a health care setting. Explore current issues in the U.S. health care system, including managed care, ethical issues and the most commonly seen health care issues in various developmental stages.

**MSW 960. Collaborative Practice with Clients in Difficult Situations (Elective) • 3 credits**

This course develops the knowledge, values, and skills necessary to work with reluctant, resistant, mandated, and overwhelmed clients. Students will apply their knowledge of solution-focused approaches, cognitive-behavioral therapy, and narrative strategies as alternatives to the traditional control-based treatment methods predominately used with mandated clients, especially those in the fields of domestic violence and sexual violence. Students will also learn how to assist extremely vulnerable clients coping with grief as well as develop skills to respond to veterans returning from combat. Prerequisites: MSW 530.

**MSW 970. Spirituality and Social Work (Elective) • 3 credits**

A holistic perspective of human systems requires assessment and intervention with attention to biological, psychological, sociological, and spiritual aspects of the human condition. This course offers a framework and practice competencies for social workers to ethically respond to spiritual components of client experience, strength and need. Included in this course are principles for spiritually sensitive social work practice, including ethical principles; meaning of spirituality; human diversity and spirituality; spiritual development; and creating a spiritually sensitive context for practice.

**MSW 980. Trauma Informed Child Welfare Practice (Elective) • 3 credits**

This course will introduce students to the core concepts informing evidence-based assessment and intervention for traumatized children and adolescents who are in the child welfare system. Specific attention will be given to the role of development, culture and empirical evidence in trauma-specific assessment, referral and interventions with children, adolescents and their families within a child welfare context.

**MSW 990. Special Topics in Social Work • 3 credits**

Presents special topics from the social work field that are not covered in the regular curriculum.

## Speech-Language Pathology

**MSLP 700. Critical Thinking and Evidence-Based Practice • 2 credits**

This course covers topics relevant to critical thinking and its role in the scientific understanding of communication and its disorders. Topics include strategies for critical thinking, how

human thinking can go awry and lead to erroneous beliefs, how personal attitudes play a role in the application of critical thinking, the connection between research and critical thinking, and how critical thinking influences and informs evidence-based practice.

**MSLP 711. Research Methods I • 1 credit**

This course covers topics relevant to research in the field of speech-language pathology. Topics include the scientific method, research question development, research design, measurement principles, and basic descriptive statistics. This course provides the foundation for Research Methods Part 2 and the capstone research project.

**MSLP 712. Research Methods II • 1 credit**

This course covers topics relevant to research in the field of speech-language pathology. Topics include ethical conduct in research, single-subject research design, how to write a literature review, dissemination of results, and how to incorporate research methods into personal practice. This course provides additional instruction critical for success in the graduate research capstone project.

**MSLP 720. Diagnostics • 3 credits**

This course covers topics relevant to the principles and methods of diagnosis and assessment of speech and language across the lifespan and across settings. Topics include basic knowledge and skills in the administration and interpretation of informal and formal assessments for the purpose of diagnosis, planning intervention, and reporting assessment results to clients, family, peers, and other professionals working in educational and health related fields; being a critical consumer of assessment materials; best-known strategies in conducting fair speech and language assessments of individuals from diverse linguistic and cultural backgrounds; client advocacy; and ethics. Students participate in a number of real and hypothetical assessment and screening experiences, as well as professional writing experiences across settings. The course culminates in an in-class professional critical review of an assessment tool of the student's choosing.

**MSLP 730. Motor Speech Disorders • 3 credits**

This course covers topics relevant to the etiology, prevention, assessment, and treatment of speech disorders secondary to developmental and acquired central and/or peripheral damage to the nervous system of children and adults. Topics include identification of the various motor speech disorders that result from neurologic disease or injury and differentiation of these disorders from other related disorders. Students participate in a number of real and hypothetical assessments and intervention experiences related to motor speech disorders and attend a support group that is associated with a motor speech disorder. In addition, best practice in assessment and treatment with emphasis on evidence-based practice is included as well as multicultural issues in service delivery, ethical case studies, and client advocacy. The course culminates in the student's development of a motor speech assessment or screening tool.

**MSLP 750. Clinic Experience I • 2 credits**

This course integrates information learned in previous and

current courses related to speech-language pathology through real life clinical experiences and classroom discussions and activities. Students are placed in the on-campus speech-language and hearing clinic and/or in settings that provide speech-language and hearing services to children (0-21). Students who have been assigned a patient/client and have not had the specific coursework will participate in readings and additional supervisor meetings. Students are closely supervised as they provide prevention, assessment, and treatment services. In the classroom, students have the opportunity to discuss and synthesize their experiences. Classroom topics may also include material related to professional ethics and dress, the ASHA Code of Ethics, the mentor-mentee relationship, client advocacy, professional writing and the record-keeping responsibilities of the student, the agency, and the university. The course culminates in a professional case study presentation to faculty and peers. The presentation incorporates the ideas of evidence-based practice and best practices. Permission of the Clinic Coordinator is required. Students are generally expected to have direct contact with clients 6-8 hours per week.

**MSLP 751. Professional Issues in Speech-Language Pathology I • 1 credit**

This course covers current issues and procedures related to the clinical practice of speech-language pathology. Topics include knowledge and skills related to professional ethics and issues (with specific reference to the ASHA Code of Ethics), clinical writing, confidentiality, mandatory reporting of abuse, and information about ASHA and its role in the profession.

**MSLP 752. Professional Issues in Speech-Language Pathology II • 1 credit**

This course covers current issues and procedures related to the clinical practice of speech-language pathology. Topics include knowledge and skills related to professional ethics and issues (with specific reference to the ASHA Code of Ethics), SLPs in the medical setting, SLPs in the school setting, related disciplines, and documentation issues related to various work settings.

**MSLP 753. Professional Issues in Speech-Language Pathology III • 1 credit**

This course covers current issues and procedures related to the clinical practice of speech-language pathology. Topics include knowledge and skills related to professional ethics and issues (with specific reference to the ASHA Code of Ethics), certification and licensure, job seeking skills, internship orientation, and the clinical fellowship year experience.

**MSLP 755. Early Intervention • 3 credits**

This course includes information on issues in early intervention. Topics include: attachment, feeding, medical issues, counseling of families, developmental milestones, clinical practice in the early intervention setting, parent training, and emergent literacy. In addition, communication interaction strategies and communication facilitation strategies will be discussed. These strategies will inform not only personal clinical practice, but caregiver training as well.

**MSLP 756. School-Aged Language Disorders • 3 credits**

This course includes information on specific conditions and diagnoses that result in unique developmental language disorders, including but not limited to autism spectrum disorders, adolescent language disorders, communication impairments related to literacy disorders, and communication impairments related to adolescence. In addition, best practice in assessment and treatment with emphasis on evidence-based practice is included as well as multicultural issues in service delivery. The course also includes materials and experiences (real life and hypothetical) related to the critical role of families in the treatment of children with language disorders and client advocacy. Prerequisites: coursework in language development.

**MSLP 758. Multicultural Assessment and Intervention • 1 credit**

This course reviews the recommended assessment and intervention practices with individuals who are second language learners and members of culturally diverse populations. This will include reviewing typical protocols in speech and language evaluation and therapy and determining the cultural appropriateness of these practices to specific populations. The course will review fluency, voice, articulation, and language disorders and their treatments in terms of cultural perspective as well as programs developed for parents and teachers in the areas of literacy and language. Topics include cultural sensitivity, speech/language disorders in multicultural populations, bilingualism, second language acquisition, screening, assessment instruments, interpreters, questionnaires, and culturally sensitive interviews. Service learning will be part of the course requirements. Prerequisite is graduate standing in speech language pathology.

**MSLP 760. Voice and Resonance Disorders • 3 credits**

This course provides a thorough understanding of basic physical, physiological, pedagogical principles in understanding professional and nonprofessional impaired voice production; vocal anatomy, voice classification; control of loudness, pitch, register, quality; efficient and inefficient use of voice; and instrumentation for voice analysis. This course is also designed to provide students with a practical foundation in the area of craniofacial anomalies, specifically, etiologies, embryology, genetics, impact of anomalies on speech, assessment procedures, and intervention techniques. In addition, best practice in assessment and treatment with emphasis on evidence-based practice will be discussed along with client advocacy. Students integrate and refine skills in prevention, evaluation, assessment, and intervention for these disorders through real life experiences, as well as hypothetical case studies and role playing experiences.

**MSLP 780. Acquired Disorders of Language and Cognition • 4 credits**

This course includes information related to the etiology, prevention, assessment, and intervention of language and/or cognitive disorders secondary to acquired brain damage across the lifespan. Topics include the anatomy, neuropathology, and the cognitive and communication characteristics associated with aphasia, right hemisphere syndrome, acquired brain injury, and

dementia. Students differentiate disorders of aphasia, right hemisphere syndrome, acquired brain injury, and dementia on the basis of site of neurologic damage and cognitive-communicative characteristics. Students also integrate and refine skills in the prevention, assessment and intervention of persons with acquired disorders of language and cognition through real life and hypothetical experiences, as well as role playing experiences. Best practice in assessment and treatment with emphasis on evidence-based practice is included as well as multicultural issues in service delivery, and client advocacy.

**MSLP 790. Augmentative and Alternative Communication • 2 credits**

This course examines the design, selection, and use of augmentative and alternative methods of communication, populations for which they are appropriate, and issues related to the prevention, assessment, and treatment of persons using augmentative and alternative methods and devices, and service delivery models, as well as client advocacy. Students will integrate and refine skills in the assessment and intervention of persons with acquired and developmental disorders of speech, language and cognition through real life and hypothetical experiences, as well as role playing experiences. In addition, best practice in assessment and treatment with emphasis on evidence-based practice is included as well as multicultural issues in service delivery. The course will culminate in an in-class presentation related to a service learning activity the student was involved in during the semester.

**MSLP 800. Independent Study • 1-3 credits**

This course provides students an opportunity to complete in depth readings and study of areas of specific interest in a more individualized setting than the classroom. This course also provides students with an opportunity to improve knowledge and skills that the student and program faculty have identified as in need of remediation. Prerequisites: Students may enroll in this course if they have completed the courses Graduate Research Project I and II, but have not completed their research project.

**MSLP 810. Professional Seminar • 1 credit**

This course covers current issues and procedures related to the clinical practice of speech-language pathology within the public school setting at local, state, national and international levels. Topics also include knowledge and skills related to professional ethics and issues (with specific reference to the ASHA Code of Ethics), client advocacy, and regulations and requirements for professional practice, the certification process, and other relevant professional credentials.

**MSLP 820. Clinical Experience II • 2 credits**

This course integrates information learned in previous and current courses related to speech-language pathology through real life clinical experiences and classroom discussions and activities. Students are placed in the on-campus speech-language and hearing clinic and/or in settings that provide speech-language and hearing services to children and/or adults. Students who have been assigned a patient/client and have not had the specific coursework will participate in readings and additional supervisor meetings. Students have the opportunity to provide

prevention, assessment, and treatment services while under close supervision. In the classroom, students have the opportunity to discuss and synthesize their experiences. Classroom topics may also include advanced material related to professional ethics, client advocacy, and provision of interdisciplinary services. The course culminates in a professional case study presentation to faculty and peers. The presentation incorporates the ideas of evidence-based practice and best practices. Students are generally expected to have direct contact with clients 6-8 hours per week. Prerequisites: MSLP 750, with a minimum grade of B; Clinic Coordinator consent required.

**MSLP 825. Multicultural Clinic Abroad • 3 credits**

This is a speech/language/hearing clinic experience in Ecuador. Students will receive clock hours for clinical practice in Spanish with children with a variety of speech/language disorders. Hearing screenings will be administered and for speech language pathologists who do not speak Spanish, competency will be developed in working with an interpreter. Prerequisites: MSLP 725.

**MSLP 835. Clinical Experience III • 1 credit**

This course integrates information learned in previous and current courses related to speech-language pathology through real life clinical experiences. Students are placed in the on-campus speech-language and hearing clinic and/or in settings that provide speech-language and hearing services to children and/or adults. Students who have been assigned a patient/client and have not had the specific coursework will participate in readings and additional supervised meetings. Students have the opportunity to provide prevention, assessment, and treatment services while under close supervision. Students are generally expected to have direct contact with clients 2-4 hours per week. Prerequisites: Permission of the Clinic Coordinator; MSLP 820, with a minimum grade of B.

**MSLP 840. Fluency Disorders • 2 credits**

This course covers theoretical perspectives on the nature of stuttering, including onset and development; prevention, assessment, and treatment of children and adults. Practical activities focus on assessment procedures, clinical interviewing, and specific treatment methods for working with families and friends, as well as the person with a fluency disorder. In addition, best practice in assessment and treatment with emphasis on evidence-based practice will be discussed along with client advocacy. The course will culminate in each student's development of a professional assessment and intervention plan.

**MSLP 850. Dysphagia • 3 credits**

This course provides a thorough understanding of normal and abnormal swallow anatomy and physiology across the lifespan. Topics include the prevention, assessment, and treatment of swallowing disorders, the etiologies of abnormal swallowing, multicultural issues, ethical situations, working with tracheotomy/ventilator dependent populations, instrumental diagnostic, assessment, and intervention instrumentation, and interdisciplinary approaches to the assessment and treatment of swallowing disorders. Best practice in assessment and treatment

of swallowing disorders with emphasis on evidence-based practice is discussed along with client advocacy. Students integrate and refine skills in prevention, evaluation, assessment, and intervention for these disorders through real life experiences, as well as hypothetical case studies and role playing experiences.

**MSLP 865. Graduate Research Project I • 1 credit**

Information presented in MSLP 711 and MSLP 712 will be implemented and ethical data collection procedures for research will be completed with guidance of a faculty research mentor.

**MSLP 866. Graduate Research Project II • 1 credit**

Information presented in MSLP 711 and MSLP 712 will be implemented and ethical data collection procedures for research will be completed and students will complete an initial draft of their research paper with guidance of a faculty research mentor.

**MSLP 867. Graduate Research Project III • 1 credit**

Information presented in MSLP 711 and MSLP 712 will be implemented and students will complete a final written draft of their research project.

**MSLP 870. Child Internship • 8 credits**

Clinic experience is an integral component in the student's professional education for speech-language pathology. During the child internship students apply what they learn in academic and clinic courses in a community agency setting that provides speech, language, and hearing services to children. The internship is generally 40 hours per week and lasts from 9-12 weeks. The length of the internship is based on the preference of each site and the needs of the student. The prerequisite is successful completion of the academic and clinic experience requirements of the graduate speech-language pathology program, the approval of the advisor, the Program Director, and the Clinic Coordinator. Students are placed in internship sites by the Clinic Coordinator. Policies and procedures for internships are provided in the Internship Handbook which is given to students prior to their internship. It may be necessary for a security background check to be conducted for some internship sites. In addition, some internship sites might require CPR certification, health insurance verification, a completed Hepatitis B immunization series, proof of immunization or documented immunity to rubella (measles), rubella (German measles), and varicella (chickenpox), and/or annual TB testing.

**MSLP 875. Clinical Reasoning I • 1 credit**

This course is designed to identify the critical issues in the delivery of best professional practice in the ever-changing market. Clinical reasoning and ethical decision-making as it applies to the promotion of communication skills and opportunities and quality of life of persons with communication and swallowing disorders, as well as their family and friends, is explored through case studies. In addition, this course serves as a formative assessment of each student's knowledge and skills prior to internship placements. Prerequisites: completion of all other academic coursework in the graduate SLP program; Clinical Experience I, and II. This course is presented online.

**MSLP 876. Clinical Reasoning II • 1 credit**

This course is designed to identify the critical issues in the delivery of best professional practice in the ever-changing market. Clinical reasoning and ethical decision-making as it applies to the promotion of communication skills and opportunities and quality of life of persons with communication and swallowing disorders, as well as their family and friends, is explored through case studies. In addition, this course serves as a formative assessment of each student's knowledge and skills prior to graduation. Prerequisites: MSLP 875; completion of all other academic coursework in the graduate SLP program; Clinical Experience I, II, and III. This course is presented online.

**MSLP 880. Adult Internship • 8 credits**

Clinic experience is an integral component in the student's professional education for speech-language pathology. During the adult internship students apply what they learn in academic and clinic courses in a community agency setting that provides speech, language, and hearing services to adults. The internship is generally 40 hours per week and lasts from 9-12 weeks. The length of the internship is based on the preference of each site and the needs of the student. The prerequisite is successful completion of the academic and clinic experience requirements of the graduate speech-language pathology program, the approval of the advisor, the Program Director, and the Clinic Coordinator. Students are placed in internship sites by the Clinic Coordinator. Policies and procedures for internships are provided in the Internship Handbook which is given to students prior to their internship. It may be necessary for a security background check to be conducted for some internship sites. In addition, some internship sites might require CPR certification, health insurance verification, a completed Hepatitis B immunization series, proof of immunization or documented immunity to rubella (measles), rubella (German measles), and varicella (chickenpox), and/or annual TB testing.

## Psychology

**PSYC 510. Introduction to Exceptional Children • 3 credits**

Focuses on the characteristics, needs, and talents of children and youth who differ in mental, physical, emotional, social, and/or sensory areas of development. Provides students entering the helping professions, with educational, psychological, and sociological views of exceptionalities. Requires 20 additional fieldwork hours in special education or related environments. Prerequisites: PSYC 105; EDUC 284; Senior status with 3.0 cumulative GPA and permission of department chair.

**PSYC 540. Neuroanatomy & Neurophysiology • 5 credits**

Comprehensive examination of neuroanatomy and neurophysiology, including cell and molecular biology of the neuron, synaptic transmission, functional anatomy of the central and peripheral nervous system, sensory and motor functions, homeostatic and arousal mechanisms, localization of higher functions and development of the nervous system. Laboratory sessions emphasize traditional work on nervous system anatomy and physiology, as well as application of neuroanatomy and

neurophysiology in an applied setting. *Course is restricted for Physical Therapy students.*

## Doctoral Courses

### Business Administration

#### **DBA 901. Research Methodology • 3 credits**

This course is designed to prepare the doctoral student for the performing of significant organization science research. This includes identifying important research questions, critiquing research ideas and designs, planning and conducting substantive research investigations and communicating research ideas and results.

#### **DBA 902. Statistical Techniques I • 3 credits**

This course is designed to prepare the doctoral student for statistical techniques utilized in organization science research. Students will learn how to choose among competing analytical techniques and execute analyses using statistical software. Major topic areas to be covered include sampling and measurement, descriptive statistics, correlation, significance tests, comparison of two groups, and linear regression.

#### **DBA 903. Statistical Techniques II • 3 credits**

This course is designed to prepare the doctoral student for advanced statistical utilized in organizational science research. Students will learn how to choose among competing analytic techniques and execute analyses using statistical software. Major topic areas to be covered include multivariate relationships, multiple regression, analysis of variance, analysis of covariance, logistic regression and other advanced topics. Prerequisites: DBA 902.

#### **DBA 910. Readings Seminar: Organizational Behavior • 3 credits**

This course is designed to introduce doctoral students to theory and research in Organizational Behavior. Major topic areas to be covered include individual differences, motivation, work attitudes, and individual performance.

#### **DBA 911. Readings Seminar: Human Resources • 3 credits**

This course is designed to introduce doctoral students to theory and research in Human Resource Management. Major topic areas to be covered include job analysis, selection, training, performance management, and compensation.

#### **DBA 912. Readings Seminar: Organization Theory • 3 credits**

This course is designed to introduce doctoral students to theory and research in Organization Theory. Major topic areas to be covered include the organizational environment, organizational structure, decision-making, power, and change.

#### **DBA 913. Readings Seminar: Strategic Management • 3 credits**

This course is designed to introduce doctoral students to theory and research in Strategic Management. Major topic areas to be

covered include industry structure and strategy, firm performance, corporate governance, acquisitions and divestitures, and innovation.

#### **DBA 925. Case Research in Management • 3 credits**

This course is designed to introduce doctoral students to the methods used in the design, data collection, analysis, and writing of cases in the field of management.

#### **DBA 930–961. Special Topics Courses • 3 credits each**

These courses are intended to channel student interest into specific research modalities. These courses will be driven in part by professional specialties and student interest.

#### **DBA 990. Dissertation • 12 credits**

The culmination of the student's academic achievements, and represents an original contribution by the student to the field of management. The dissertation is the student's major research project.

### Physical Therapy

#### **DPT 500. Human Gross Anatomy • 5 credits**

The purpose of this course is to provide an in-depth study of the anatomy of the human body as it applies to the practice of physical therapy. Lectures are complemented by student-performed regional dissection of human cadavers, instructor-prepared prosections, and computer assisted instruction. Emphasis is placed on examining the relationship between the musculoskeletal, neuromuscular, and vascular systems of the body. Prerequisites: Acceptance into DPT program; instructor consent required. Corequisites: DPT 500L.

#### **DPT 515. Professional Seminar • 1 credit**

This seminar introduces resources valuable to becoming an effective graduate student and adult learner. The course focuses on preparing the student for successful completion of clinical education experiences and use of available resources.

#### **DPT 520. Pathology and Medical Management I • 3 credits**

This course will explore the nature and cause of disease, as well as the current medical management and role of the therapist in the treatment of human disease. Specifically, we will identify the structural and physiologic changes caused by a variety of human diseases. Emphasis will be placed on clinical presentation, etiology, pathophysiology, and current medical management of each disease discussed. The role of the physical therapist in the management of these diseases will be presented. Diseases will be discussed in relation to organ systems after discussion of basic pathologic principles. These include: infectious, endocrine, integument, cardiovascular, hematological, respiratory, pediatric, musculoskeletal and neurological.

#### **DPT 525. Pathology and Medical Management II • 2 credits**

This course is the second in a two-course sequence that builds on the DPT 520 (Pathology and Medical Management I) course. Consistent themes of clinical presentation, etiology,



pathophysiology, and current medical management of each disease, as well as the role of the physical therapist, continue to be emphasized. This course requires utilization of all knowledge and skills developed in DPT 520. DPT 525 adds medical management of additional diseases in the musculoskeletal, neurological, gastrointestinal, and genitourinary systems.

**DPT 530. Kinesiology/Biomechanics • 5 credits**

An introduction to factors influencing human normal and pathological motion directed toward rehabilitation. Scientific, biomechanical, structural, physiological, and anatomical principles underlying human tissues and their influence on motion will be studied. Techniques and applicability of analysis to normal and pathological motion will be explored. This course is designed so that the content and sequence parallel with DPT 500 and DPT 560. It also runs simultaneous with DPT 532. Corequisites: DPT 530L.

**DPT 531. Functional Anatomy • 1 credit**

Physical therapists utilize a range of assessment techniques in order to evaluate human structure and function. These assessment techniques include visual observation and manual palpation of anatomical landmarks, examination of joint mobility and range of motion, and testing of the muscular strength and performance. The general purpose of this functional anatomy laboratory is to provide students with the knowledge and psychomotor skills necessary to successfully utilize and document these basic forms of assessment in clinical practice.

**DPT 540. Neuroanatomy and Neurophysiology • 5 credits**

Provides an in-depth overview of neuroanatomy and neurophysiology with special emphasis on relationships to both normal human function and dysfunction resulting from mal-development or injury to the nervous system. These relationships are fundamental to understanding the signs and symptoms that clients will present in the clinic initially, as well as the progression or regression of the patient during therapy. Correlated laboratories will introduce procedures used for the clinical examination of sensory and motor systems.

**DPT 550. Introduction to Physical Therapy • 3 credits**

An introduction to physical therapy as a health profession, including its history, current status and projections for the future. The importance of professional socialization and development will be introduced. Ethical standards for professional conduct, medical-legal aspects, regulation, and the scope of professional practice will be highlighted. Effective documentation, teaching strategies, and professional relations will be emphasized. Select professional issues and societal needs will be examined for their impact upon physical therapy and society.

**DPT 560. Physical Therapy Procedures I • 3 credits**

In this course students will gain skills necessary to perform an evaluation of a patient, and begin to develop a treatment plan. Skills that will be developed include: the basics of a subjective evaluation, tests/measures/screens for mental status, vitals (blood pressure, respiratory rate and pulse rate), skin integrity, basic sensation/coordination/balance, general joint range of

motion/muscular strength screening bed mobility, transfers, assistive devices related to gait, gait training. Students will also develop skills in the design and implementation of the following therapeutic exercise programs using a problem based approach; balance/coordination, muscle strength, power and endurance, flexibility, and stabilization training. Emphasis will be placed on rationale for exercise prescription, physiological systems trained, proper performance of techniques, appropriate monitoring of response to exercise, and adjustment of training dosage. Corequisites: DPT 560L.

**DPT 570. Physical Agents • 4 credits**

This course focuses on the physical and physiological basis for safe, effective use of therapeutic physical agents, including massage, mechanical compression, heat and cold, hydrotherapy, ultraviolet light laser, biofeedback, and electricity. Theoretical models for understanding basis for pain are introduced. Emphasis is placed on development of clinical rationales/decision making/problem solving.

**DPT 580. Clinical Education • 0 credit**

This is the first in a series of seven clinical education experiences during which the student is to integrate academic materials and practice psychomotor skills including patient examination, assessment, interventions, and documentation that have been presented to date in the curriculum. The student is also expected to observe, discuss and assist the Clinical Instructor with examinations and interventions that have not yet been presented in class. During this full-time, two-week experience, the student will be supervised by his/her Clinical Instructor (a licensed physical therapist whose facility contracts with St. Ambrose University for the purpose of providing clinical education experiences).

**DPT 581. Clinical Education • 0 credit**

This course continues with some of the themes introduced in DPT 515-Professional Seminar, but with an emphasis on utilizing clinical education resources in preparation for future clinical experiences and internships.

**DPT 582. Clinical Education • 0 credit**

This course is the second in a series of seven clinical education experiences during which student is to integrate academic materials and practice psychomotor skills including patient examinations, assessment, interventions, and documentation, which have been presented to date in the curriculum. The student is also expected to observe, discuss, and assist the Clinical Instructor with examinations and interventions that have not yet been presented in class. During this full-time, three-week experience, the student will be supervised by his/her Clinical Instructor (a licensed physical therapist whose facility contracts with St. Ambrose University for the purpose of providing clinical education experiences). Students will be assigned to clinical sites in which they can experience generalist practice. **Note:** This content is new, but is just being separated from the classroom meetings which occur in the spring. This is the same course description already in the catalog. No content or time is being added to the curriculum with this course.

**DPT 590. Pharmacology in Rehabilitation • 1 credit**

Pharmacology is the study of drugs and their use in medical treatment. In this course the student will gain knowledge in the basic pharmacologic principles and application to rehabilitation therapy. Pharmacotherapeutic agents (drugs) will be discussed based on a combination of organ systems and general drug classifications to provide the rationale of drug therapy. Emphasis will be placed on the types of disorders these agents treat, adverse effects they cause and special implications of specific drugs to the therapist.

**DPT 600. Issues in Patient Care • 3 credits**

This course examines psycho/social/emotional issues, which have impact on high quality patient/client care. Influences on effective patient/client/ therapist communication, patient/client motivation and compliance/adherence, and goal attainment will be assessed. Roles of physical therapists as collaborators, consultants, teachers and care supervisors for patients/clients with a range of psycho-social needs will be discussed. Strategies for identification/prevention of professional/care giver burnout will be presented.

**DPT 605. Teaching Practicum • 1-3 credits**

This course is an elective offered to physical therapy students desiring to gain experience in academic teaching. It consists of seminars and supervised academic teaching experiences. The seminars will be concerned with issues related to the development of effective teaching skills. The student will be concerned with issues related to the development of effective teaching skills. The student will assist the instructor in the design, set-up and presentation academic of lectures and laboratories to underclassmen within the physical therapy program.

**DPT 620. Musculoskeletal Therapeutics • 5 credits**

This course, the first in a two-course sequence, addresses patients with musculoskeletal conditions. A quadrant (upper and lower) approach to instruction and testing is utilized in this course. Differentiation is a key theme for the musculoskeletal sequence with emphasis on clinical reasoning (signs and symptoms approach). Interventions in DPT 620 will include patient education, appropriate modalities and therapeutic exercise for the entire musculoskeletal system and manual therapy for the extremity joints. The desired outcome is return to patient's highest level of function with consideration of lifespan, cultural, and the patient's individual goals. This course is integrated with the Cardiopulmonary and Neuromuscular Therapeutics courses. Corequisites: DPT 620L.

**DPT 630. Neuromuscular Therapeutics • 5 credits**

The focus of this course is on the physical therapy management of adult patients with neuromuscular disorders related to injury (e.g., cerebral vascular accident, traumatic brain injury, spinal cord injury) or degeneration (e.g., Parkinson's disease, multiple sclerosis) of central and peripheral components of the neuromuscular system. Elements related to examination, evaluation, diagnosis, prognosis, intervention and outcomes will be highlighted. Concepts related to motor control and motor learning will be incorporated throughout the course. Related

research will be used to support interventions and assessment of outcomes. Prerequisites: PSYC 540.

**DPT 635. Clinical Exercise Physiology • 3 credits**

This course focuses on the principles of health promotion, wellness and adult fitness. Emphasis is placed on risk stratification and methods to identify patients at risk for cardiovascular, pulmonary, and metabolic disorders. Essentials of human physiology and exercise physiology are reviewed to prepare the student for content in DPT 640.

**DPT 640. Cardiopulmonary Therapeutics • 3 credits**

This course covers tests, measures and interventions used by physical therapists for patients and clients with or at risk for cardiovascular and pulmonary impairments. Emphasis is placed on techniques and theories of patient management across the lifespan. Corequisites: DPT 640L.

**DPT 645. Pediatric Therapeutics • 2 credits**

The focus of this course is on the physical therapy management of pediatric patients with neuromuscular disorders related to complications of prematurity (e.g., PVL, IVH), injury (e.g., cerebral palsy, myelomeningocele), or genetics (e.g., Down syndrome) affecting central and peripheral components of the neuromuscular system. Elements related to examination, evaluation, diagnosis, prognosis, intervention and outcomes will be highlighted. Emphasis will be placed on an understanding of the child within the context of his/her family, community, culture and larger social systems. Frameworks for clinical decision making will be identified and used to guide learning and problem solving throughout the course. Concepts related to motor control and motor learning will be incorporated throughout the course. Related research will be used to support interventions and assessment of outcomes. Prerequisites: PSYC 540.

**DPT 650. Issues in Research I • 3 credits**

This course is the first in a two course series that covers topics relevant to clinical research and the principles of evidence-based practice. Topics include research design, sound measurement principles, basic descriptive statistics, and an introduction to the efficient use of information systems to conduct clinical research and answer clinical questions. A major portion of the course will emphasize the critical appraisal and synthesis of the findings of clinical research. Information is presented to enhance the student's understanding of the scientific method and clinical research. Students will begin to develop a clinical question that will become the topic of their scholarly project.

**DPT 660. Professional Practice in Physical Therapy • 3 credits**

This is the last in a series of courses concerned with contemporary issues in health care. The course focuses on development, administration and management of physical therapy services within current and emerging health care systems. Approaches to optimizing the professional effectiveness of practitioners will be emphasized.

**DPT 670. Orthotics and Prosthetics • 3 credits**

This course introduces the entry-level student to concepts of orthotic and prosthetic management of patient conditions. Consistent themes in this course include lifespan, cultural, financial issues and patient's own individual goals in helping the patient achieve their highest level of function. DPT 670 is cross curricular in nature addressing impairments presented in other courses (neuromuscular, cardiopulmonary, integument, musculoskeletal, and psychosocial). The student will learn psychomotor skills in laboratory such as taping, total contact casting, residual limb wrapping and therapeutic exercise. A team approach is emphasized with the team consisting but not limited to patient, patient's family, physical therapist, physician, prosthetist/orthotist, social worker, and occupational therapist.

**DPT 674. Integumentary Therapeutics • 1 credit**

This course focuses the elements of patient/client management for individuals who have integumentary issues or diagnoses. These elements include: examination (tests & measures), evaluation, diagnosis, prognosis/plan of care and interventions. Emphasis is placed on development of clinical rationales/decision making/problem solving. Other issues and roles for the physical therapist in integumentary management will also be presented: prevention, promotion of health/wellness/fitness, consultation, education, critical inquiry, administration and appropriate use of support staff. Specific areas of wound/skin management that will be covered are: the normal healing process, various types of wounds, factors that impede healing, wound/patient evaluation, debridement/irrigation, dressings, modalities/physical agents and documentation and reimbursement.

**DPT 680. Clinical Education • 0 credit**

This is the third in a series of seven clinical education experiences during which the student is to integrate academic materials and practice psychomotor skills including patient examination, assessment, interventions, and documentation, which have been presented to date in the curriculum. The student is also expected to observe, discuss and assist the Clinical Instructor with examinations and interventions that have not yet been presented in class. During this full-time, two-week experience, the student will be supervised by his/her Clinical Instructor (a licensed physical therapist whose facility contracts with St. Ambrose University for the purpose of providing clinical education experiences).

**DPT 700. Issues in Research II • 1 credit**

This course is the second in a two course series that covers topics relevant to evidence-based practice and to the research process. Information is presented to further enhance the student's understanding of the scientific method, evidence-based practice principles, and clinical research. This course will focus on research design and the appropriate use and interpretation of statistical analysis related to clinical research. Students will apply this knowledge to examples from the physical therapy literature in order to become good consumers of research, fostering critical evaluation of theories and techniques used in clinical practice.

**DPT 705. Critical Inquiry • 2 credits**

Under faculty supervision, all Doctor of Physical Therapy (DPT) students are required to complete a scholarly project. Students will work in groups of three (or four) to complete this requirement. The purpose of the project is to allow students to demonstrate their ability to examine a question relevant to physical therapy practice in a systematic, scholarly, and critical manner. This requirement can be fulfilled in two ways: 1) Completion of a scholarly paper in the form of a structured annotated bibliography, or 2) Completion of a research project and thesis.

**DPT 720. Musculoskeletal Therapeutics II • 3 credits**

This course is the second in a two-course sequence that builds on the DPT 620 course. Consistent themes of quadrant approach, clinical reasoning, lifespan, cultural competence, and patient first approach continue to be emphasized. This course requires utilization of all knowledge and skills developed in DPT 620. DPT 720 adds a more in-depth approach to the spine and temporo-mandibular joints. Manual therapy to include thrust manipulation (thoracic and lumbar spine) is taught in this course. Incorporation of concepts of bracing and taping (application of concepts from DPT 670) are also integrated in this course. This course is cross curricular in nature, primarily focused on patients with musculoskeletal conditions but considering impairments from others systems.

**DPT 760. Physical Therapy Procedures II • 3 credits**

This course presents advanced specialized and current evaluation and treatment topics applicable to selected specific patient populations and specialty practices in physical therapy. Topics include pediatrics, work hardening, aquatics, women's health, alternative therapies, and geriatrics. It is anticipated that the course will facilitate student interest in pursuing future specialty areas as well as increase their exposure to a greater variety of skills, techniques, and topics.

**DPT 780. Clinical Education • 0 credit**

This is the fourth in a series of seven clinical education experiences during which the student is to integrate academic materials and practice psychomotor skills including patient examination, assessment, interventions, and documentation, which have been presented to date in the curriculum. The student is also expected to observe, discuss, and assist the Clinical Instructor with examinations and interventions that have not yet been presented in class. During this full-time, two-week experience, the student will be supervised by his/her Clinical Instructor (a licensed physical therapist whose facility contracts with St. Ambrose University for the purpose of providing clinical education experiences).

**DPT 781. Clinical Education • 6 credits**

This is the fifth in a series of seven clinical education experiences and notably, the first extended affiliation during which the student is to deliver the continuum of patient care. The student is expected to assume an active role in initial and on-going evaluations, treatment planning and delivery, documentation, and discharge planning. The student is expected to approach entry-level performance in the delivery of care to patients' characteristically treated in the assigned area of clinical

practice (acute care, neurological rehabilitation, or orthopedics). During this eight week experience the student will be supervised by his/her Clinical Instructor (a licensed physical therapist whose facility contracts with St. Ambrose University for the purpose of providing clinical education experiences).

**DPT 782. Clinical Education • 6 credits**

This is the sixth in a series of seven clinical education experiences included in the curriculum. By the completion of this eight-week clinical experience, the student is to demonstrate entry-level competency in the delivery of patient care in the designated area of clinical practice (acute care, neurological rehabilitation, or orthopedics). The student will be supervised during this clinical experience by his/her Clinical Instructor (a licensed physical therapist whose facility contracts with St. Ambrose University for the purpose of providing clinical education experiences).

**DPT 784. Clinical Education • 6 credits**

This is the final course in the series of seven clinical education experience of the curriculum. By the completion of this ten-week clinical experience, the student is to demonstrate entry-level competency in the delivery of patient care in the designated area of clinical practice (acute care, neurological rehabilitation, or orthopedics). The student will be supervised during this internship by his/her Clinical Instructor (a licensed physical therapist whose facility contracts with St. Ambrose University for the purpose of providing clinical education experiences).

**DPT 800. Applied Anatomy and Physiology • 2 credits**

This course is designed to help students understand and apply anatomical and physiological principles that influence physical therapy practice. Information will build upon prior basic and clinical science course work. An emphasis will be placed on understanding how systemic and cellular adaptations that result from both intrinsic (e.g.: disease, aging) and extrinsic factors (e.g.: injury, training, and pharmacologic intervention) influence rehabilitation. Examples will cross all major practice pattern categories (musculoskeletal, neuromuscular, cardiopulmonary, and integumentary) and the life-span. Students will integrate this knowledge into examination, evaluation, and the development of care plans.

**DPT 810. Advanced Diagnostics I • 1 credit**

This course, the 1st in a series of two, examines diagnostic testing procedures used in the evaluation of patients with acute and chronic disorders and disease processes. The emphasis of this specific course will be on the type of information gained through the procedures of clinical laboratory testing and medical imaging, including the sensitivity and specificity of key tests, and how test results can be used to influence the physical therapy examination, interventions, and plan of care.

**DPT 815. Advanced Diagnostics II • 1 credit**

This course, the 2nd in a series of two, examines diagnostic testing procedures used in a range of contemporary medical specialties for the evaluation of patients with acute and chronic disorders and disease processes. The emphasis of this course

will be placed on diagnostic processes used by these medical specialties, including information gained through laboratory tests, imaging and the clinical examination, and how diagnostic results can be used to influence the physical therapy examination, interventions, and plan of care.

**DPT 820. Differential Diagnosis • 2 credits**

This course will enhance the student's ability to develop pattern recognition skills for conditions of diseases across the human body systems. Hypothesis development and testing as pertains to the physical therapy differential diagnosis will be emphasized. This course also addresses appropriate physical therapist interventions, to include referral for conditions or diseases that are not within a physical therapist's scope of practice. Cases of patients having multiple conditions will be used so that students must determine which conditions or disease drives interventions.

**DPT 830. Management of the Medically Complex Patient • 2 credits**

This course is designed to help students perform thorough physical therapy examinations and develop effective care plans for medically complex patients. Building upon an understanding of relevant pathophysiology, the learner will be challenged to integrate the findings of laboratory tests, diagnostic testing, medical treatment, and procedures, as well as, information gained from the patient, their families, and other members of the health care team into the decision making process. A case study format will be used to address multiple system impairments across the lifespan and continuum of care.

**DPT 850. Integration Project • 1-3 credits**

This capstone project is intended to assist the student in integrating content covered through the curriculum. Options include developing a patient case report, authoring an annotated bibliography, or designing an original project unique to the student's professional interests, including performing a clinical research project. Ideally, the project represents an original contribution by the student to the profession of physical therapy and is worthy of presentation to the professional community. Proposed projects should be submitted during the student's final year of study and approved by the student's Project Committee.

**DPT 900. Radiology for PT • 2 credits**

The purpose of this course is to enhance the physical therapist's knowledge of the principles, procedures, and interpretation of selected diagnostic imaging techniques, within the context of orthopaedic physical therapy practice. Students will develop skills necessary to recognize common normal and abnormal radiographic findings emphasizing the relevance and integration of the results into the clinical decision making process as they impact orthopaedic physical therapy. Students will not be expected to be able to interpret the specific tests for diagnostic purposes.

**DPT 910. Teaching Practicum I • 2 credits**

This course will be the first of two courses in the curriculum to offer residents the opportunity to gain experience in instruction in the orthopaedic portion of the curriculum. Primary responsibilities will be to serve as lab assistants, but students

will gain experience in demonstration, lecture, and practical assessment of professional students within the musculoskeletal courses in the professional curriculum. Each resident will average four hours per week in a laboratory setting during the spring semester. Prerequisites: Instructor consent required.

**DPT 915. Teaching Practicum II • 2 credits**

This course will be the second of two courses in the curriculum to offer residents the opportunity to gain experience in instruction in the orthopaedic portion of the curriculum. Primary responsibilities will be to serve as lab assistants, but students will also gain experience in demonstration, lecture, and practical assessment of professional students within the musculoskeletal courses in the professional curriculum. Each resident will average four hours per week in a laboratory setting during the spring semester. Prerequisites: Instructor consent required.

**DPT 920. Advanced Musculoskeletal Therapy I • 4 credits**

This course is the first of two that will further explore patient examination, evaluation, intervention, prognosis and physical therapy diagnosis for a patient with an upper quadrant musculoskeletal disorder. Didactic and laboratory instruction will include some review of professional DPT musculoskeletal material, with emphasis placed on enhancing skills, particularly clinical reasoning skills, from that level. The resident will be expected to prepare and present current patient cases related to the body region currently being covered. Prerequisites: Instructor consent required.

**DPT 925. Advanced Musculoskeletal Therapy II • 4 credits**

This course is the second of two that will further explore patient examination, evaluation, intervention, prognosis and physical therapy diagnosis for a patient with a lower quadrant musculoskeletal disorder. Didactic and laboratory instruction will include some review of professional DPT musculoskeletal material, with emphasis placed on enhancing skills, particularly clinical reasoning skills, from that level. The resident will be expected to prepare and present current patient cases related to the lower quadrant. Lab sessions will involve specific hands on techniques related to the body region currently being covered. Prerequisites: Instructor consent required.

**DPT 930. Special Topics in Orthopaedic Physical Therapy • 1-3 credits**

Advanced level course focused on a particular topic in orthopaedic physical therapy not covered in regular course work. Each offering will vary depending on the topic and will employ lecture, laboratory experiences, select readings, case reports, or presentations. Prerequisites: Admission to the Orthopaedic Clinical Residency Program.

**DPT 981. Clinical Residency Block I • 5 credits**

This course is the first of four, three-month (approximately 60 days) clinical residency internships with rotations at the various centers and mentored by an individual with specialization credentials in orthopaedic physical therapy. During this block the resident will be involved in patient care for 44 hours per week. Of this time, 40 hours per week treating patient with musculoskeletal disorders supervised by the clinical specialist

and at least 4 hours per week under direct one-to-one supervision. The resident will average 1 hour per week with physicians in various specialty areas. Assessment will include the development and presentation of one case study with emphasis on evidence based practice, participation in weekly clinical grand rounds and patient care performance. Prerequisites: Instructor consent required.

**DPT 982. Clinical Residency Block II • 5 credits**

This course is the second of four, three-month (approximately 60 days) clinical residency internships with rotations at the various centers and mentored by an individual with specialization credentials in orthopaedic physical therapy. During this block the resident will be involved in patient care for 44 hours per week. Of this time, 40 hours per week treating patient with musculoskeletal disorders supervised by the clinical specialist and at least 4 hours per week under direct one-to-one supervision. The resident will average 1 hour per week with physicians in various specialty areas. Assessment will include the development and presentation of one case study with emphasis on evidence based practice, participation in weekly clinical grand rounds and patient care performance. Prerequisites: Instructor consent required.

**DPT 983. Clinical Residency Block III • 5 credits**

This course is the third of four, three-month (approximately 60 days) clinical residency internships with rotations at the various centers and mentored by an individual with specialization credentials in orthopaedic physical therapy. During this block the resident will be involved in patient care for 44 hours per week. Of this time, 40 hours per week treating patient with musculoskeletal disorders supervised by the clinical specialist and at least 4 hours per week under direct one-to-one supervision. The resident will average 1 hour per week with physicians in various specialty areas. Assessment will include the development and presentation of one case study with emphasis on evidence based practice, participation in weekly clinical grand rounds and patient care performance. Prerequisites: Instructor consent required.

**DPT 984. Clinical Residency Block IV • 5 credits**

This course is the last of four, three-month (approximately 60 days) clinical residency blocks with rotations at the various centers and mentored by an individual with specialization credentials in orthopaedic physical therapy. During this block the resident will be involved in patient care for 44 hours per week. Of this time, 40 hours per week treating patient with musculoskeletal disorders supervised by the clinical specialist and at least 4 hours per week under direct one-to-one supervision. The resident will average 1 hour per week with physicians in various specialty areas. Assessment will include the development and presentation of one case study with emphasis on evidence based practice, participation in weekly clinical grand rounds and patient care performance.