



StAmbrose University

**CATALOG 2007–2009**





# 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 Technology, 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 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 Special Education, Master of Education in Teaching, Master of Science in Information Technology Management, Master of Science in Nursing, Master of Occupational Therapy, Master of Science in Occupational Therapy, Master of Organizational Leadership, Master of Pastoral Theology, Master of Social Work, Doctor of Business Administration and Doctor of Physical Therapy.

The university structure, which went into effect in 1987, now consists of four colleges: the College of Arts and Sciences, the College of Business, the College of Education and Health Sciences, and the College for Professional Studies.

### 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 of the North Central Association of Colleges and Schools (since 1927), 30 N. LaSalle St., Suite 2400, Chicago, IL, 60602, 312/ 263-0456, [www.hlcommission.org](http://www.hlcommission.org).

Special accreditations for specific undergraduate programs includes: Accounting, Economics, Finance, General Business, International Business, Management, and Marketing—Association of Collegiate Business Schools and Programs International; Education—Iowa Department of Education; and Industrial Engineering—Accreditation Board for Engineering and Technology.

Special accreditations for specific graduate programs includes: Accounting, MBA, and MBA in Health Care—Association of Collegiate Business Schools and Programs International; Educational Leadership and Special Education—Iowa Department of Education; Occupational Therapy—Accreditation Council for Occupational Therapy Education; Physical Therapy—Commission on Accreditation in Physical Therapy Education; Social Work—Council on Social Work Education.



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 1954.

#### 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

## General Information

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 Directors.

### 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 almost 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. While the former gymnasium has been converted into a maintenance center, the building still houses the university swimming pool.

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.

After 55 years in McMullen Hall, library services moved to a new location, a new state-of-the-art building, 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. Nine 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, the former library, was completely renovated 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 and Hagen 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.

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 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 Rogalski Center opened in the fall 2004 and offers extensive space for student organizations, centralized access to the post office, Career Center, Health Services, Student Activities, Student Services, Security, a conference center with seating for 600, game room, lounge area, and food court.

St. Ambrose University Continuing Studies and Conference Center at 1950 E. 54th Street in Davenport houses the Professional Development and Educational Development Offices and the ACCEL program. The Center provides meeting space for professional development programs offered by the University and is available to community organizations for use as a conference facility.

The campus Bookstore and Coffee House is located at the southeast corner of the campus on Harrison Street. In addition to supplying new and used textbooks, the bookstore carries a wide range of school supplies, magazines, newspapers,

gifts, sundries, and University memorabilia. Book buy-backs are held during finals week each semester. The coffee house serves light meals, bagels, sweet rolls, ice cream, desserts, and a wide assortment of regular and flavored coffees.

#### 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 [web.sau.edu/registration/FERPA.htm](http://web.sau.edu/registration/FERPA.htm).

#### 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 educa-

## General Information

tional 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.

# *St. Ambrose University Calendar*

## Fall Semester 2007

- Aug. 24 Residence halls open for new students
- Aug. 24 Orientation begins
- Aug. 24 Finalize fall registration
- Aug. 27 Classes begin at 8:00 a.m.
- Aug. 31 Last day to verify schedules
- Sept. 3 Labor Day  
No classes, offices closed
- Sept. 4 Last day to change schedule to enter a new class
- Sept. 24 Official census report date
- Sept. 28 Last day to apply for December 2007 graduation
- Oct. 2 Last day to drop a course with no indication of registration on transcript
- Oct. 3 Last day to apply for special exam, turn in experiential learning portfolio for possible credit toward December graduation
- Oct. 19 Midterm Break  
No classes, offices open
- Oct. 22 Mid-semester  
Final date for completion of first half of the semester
- Nov. 1 All Saints Day
- Nov. 2 Last day to complete requirements for changing "I" or "X" grades received during last semester of enrollment  
Last day to drop course and receive grade of "W" instead of "WP"/"WF"
- Nov. 16 Last day to drop a class or withdraw from school  
Last day to submit experiential learning assessment results for possible credit toward December graduation
- Nov. 21 Thanksgiving vacation begins

- Nov. 26 Classes resume at 8:00 a.m.
- Dec. 7 Feast of St. Ambrose
- Dec. 8 Feast of the Immaculate Conception
- Dec. 8 Evaluations through Dec. 15
- Dec. 15 Commencement exercises

## Spring Semester 2008

- Jan. 14 Residence halls open for new students
- Jan. 15 Orientation begins
- Jan. 15 Finalize spring registration
- Jan. 16 Classes begin at 8:00 a.m.
- Jan. 21 Martin Luther King Day  
No classes, faculty/staff workshops
- Jan. 22 Last day to verify schedule  
Last day to change schedule to enter a new class
- Feb. 1 Last day to apply for special exam, turn in experiential learning portfolio for possible credit toward May graduation
- Feb. 5 Last day to drop a course with no indication of registration on transcript
- Feb. 13 Official census report date
- Feb. 15 Last day to apply for May 2008 graduation
- Mar. 3 Spring recess begins
- Mar. 10 Classes resume at 8:00 a.m.
- Mar. 15 Mid-semester  
Final date for completion of first half of semester
- Mar. 20 Last day to complete requirements for changing "I" or "X" grades received during last semester of enrollment  
Last day to drop course and receive grade of "W" instead of "WP"/"WF"
- Mar. 20 Holy Thursday  
Mass of the Lord's Supper, 3-4 p.m.  
No classes, 3-4 p.m.

## University Calendar

- Mar. 21 Good Friday and Vigil of Easter  
No classes, offices closed
- Mar. 24 Easter Monday  
No day classes, evening classes meet,  
offices open
- Apr. 16 Last day to drop a class or withdraw  
from school
- Apr. 19 Last day to submit experiential learning  
assessment results for possible credit  
toward May graduation
- May 3 Evaluations through May 10
- May 11 Commencement exercises
- Summer 2008
- May 19 Spring intersession through June 6
- May 26 Memorial Day  
No classes, offices closed
- Jun. 9 Regular day and evening session  
through July 18
- Fall Semester 2008
- Aug. 20 Residence halls open for new students
- Aug. 21 Orientation begins
- Aug. 22 Finalize fall registration
- Aug. 25 Classes begin at 8:00 a.m.
- Sept. 1 Labor Day  
No classes, offices closed
- Sept. 2 Last day to verify schedules
- Sept. 8 Last day to change schedule to enter a  
new class
- Sept. 22 Official census report date
- Sept. 26 Last day to apply for December 2008  
graduation
- Sept. 30 Last day to drop a course with no indi-  
cation of registration on transcript
- Oct. 1 Last day to apply for special exam, turn  
in experiential learning portfolio for  
possible credit toward December gradu-  
ation
- Oct. 17 Midterm Break  
No classes, offices open
- Oct. 20 Mid-semester  
Final date for completion of first half of  
the semester
- Oct. 31 Last day to complete requirements for  
changing "I" or "X" grades received  
during last semester of enrollment  
Last day to drop course and receive  
grade of "W" instead of "WP"/"WF"
- Nov. 1 All Saints Day
- Nov. 14 Last day to drop a class or withdraw  
from school  
Last day to submit experiential learning  
assessment results for possible credit  
toward December graduation
- Nov. 26 Thanksgiving Vacation begins
- Dec. 1 Classes resume at 8:00 a.m.
- Dec. 7 Feast of St. Ambrose
- Dec. 8 Feast of the Immaculate Conception
- Dec. 6 Evaluations through Dec. 13
- Dec. 13 Commencement exercises
- Spring Semester 2009
- Jan. 12 Residence halls open for new students.
- Jan. 13 Orientation begins
- Jan. 13 Finalize spring registration
- Jan. 14 Classes begin at 8:00 a.m.
- Jan. 19 Martin Luther King Day  
No classes, faculty/staff workshops
- Jan. 21 Last day to verify schedule  
Last day to change schedule to enter a  
new class
- Jan. 30 Last day to apply for special exam, turn  
in experiential learning portfolio for  
possible credit toward May graduation
- Feb. 4 Last day to drop a course with no indi-  
cation of registration on transcript.
- Feb. 11 Official census report date

- Feb. 13 Last day to apply for May 2009 graduation
- Mar. 2 Spring recess begins
- Mar. 9 Classes resume at 8:00 a.m.
- Mar. 13 Mid-semester  
Final date for completion of first half of semester
- Mar. 20 Last day to complete requirements for changing “I” or “X” grades received during last semester of enrollment  
Last day to drop course and receive grade of “W” instead of “WP”/“WF”
- Apr. 9 Holy Thursday  
Mass of the Lord’s Supper, 3–4 p.m.  
No classes, 3–4 p.m
- Apr. 10 Good Friday and Vigil of Easter  
No classes, offices closed
- Apr. 13 Easter Monday  
No day classes, evening classes meet, offices open
- Apr. 17 Last day to drop a class or withdraw from school
- Apr. 20 Last day to submit experiential learning assessment results for possible credit toward May graduation
- May 2 Evaluations through May 9
- May 10 Commencement exercises
- Summer 2009
- May 18 Spring intersession through June 5
- May 25 Memorial Day  
No classes, offices closed
- Jun. 8 Regular day and evening session through July 17
- ACCEL Academic Calendar  
For ACCEL calendar session information check with the ACCEL Office located in the university’s Continuing Studies and Conference Center at 1950 E. 54th St., Davenport; 563/441-9500 or 888/222-3578 (toll-free); accel@sau.edu.

## *Student Life and Support Services*

The purpose of student life and support services is to augment academic life by encouraging growth in the non-academic 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 Dean of Students Office, in the Professional Development Center, 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

The athletic program is widely varied, with varsity teams for men and women. Activities are centered around the multi-purpose Physical Education Center which opened in 1983. Recreational facilities include the gymnasium,

racquetball courts, weight-lifting rooms, and the swimming pool. St. Ambrose is a member of the National Association of Intercollegiate Athletics (NAIA). It sponsors men's teams in football, basketball, baseball, golf, tennis, cross country and track, volleyball, and soccer and women's teams in basketball, volleyball, soccer, softball, tennis, cross country and track, dance and golf.

### Bookstore and Coffee House

The campus Bookstore and Coffee House is located at the southeast corner of the campus on Harrison Street. In addition to supplying new and used textbooks, the bookstore carries a wide range of school supplies, magazines, newspapers, gifts, sundries and University memorabilia. Book buy backs are held during finals week each semester. The coffee house is a proud to brew Starbucks, serves light meals, bagels, sweet rolls, and desserts.

### Campus Ministry

St. Ambrose offers a religious environment emphasizing the values, attitudes, and goals of the Catholic heritage. Academic disciplines in theology and philosophy explore the religious and spiritual dimensions of human life. The Campus Ministry staff includes a priest, chaplain and other lay and ordained ministers who are available for service activities, ministry development and religious and pastoral counseling. Regular masses and religious services are offered during the academic year in Christ the King Chapel on campus. One daily mass is said Monday through Friday, and two masses are scheduled for Sunday. Times are posted each semester in the Chapel. Campus Ministry also publishes a weekly bulletin which includes religious 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 aquatics, 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 Career Center offers part- and full-time job listings and career information. Services include career counseling and planning information, resume and interviewing assistance, cooperative education and internship experiences, job shadows, mock interviews, on-campus interviewing, direct referral, credential file maintenance and work study placement. Services are available to all students, alumni and staff.

#### 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 students 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.

#### Dean of Students

In support of the educational mission, the division of Dean of Students collaboratively seeks to enrich the holistic development of students by fostering personal growth, social responsibility, and a sense of community. This office produces all student IDs and serves as a campus center for information. The Dean of Students Department

includes the offices of Campus Recreation, Career Center, Counseling, Health Services, International Student Services, Residence Life, Security and Student Activities.

#### 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.

#### 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.

#### Internships and Cooperative Education

Internships offer the opportunity for students to gain related work experience in their major fields and areas of interest. These experiences can be paid or unpaid. Course credit can often be obtained through an agreement with the faculty advisor and the employer if desired.

Requirements for internships vary by academic department and by the employer. Some companies have Cooperative Education programs that provide professional work experience in the student's field and are paid. The requirements for these positions are determined by the employer.

#### 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

## General Information

New Student Seminar through which a mentor is appointed. International students are encouraged to join the BeeGlobal Multicultural Club and participate in culture in the classroom programs designed to promote the exchange of culture.

### 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 80 percent of new first-year students take the class.

### 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 150,000 volumes, with room to include 100,000 additional volumes. The collection includes over 10,000 electronic books. There are over 700 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 30 local libraries. There is remote and local access to the World Wide Web and over 75 electronic databases many of which provide full-text articles from more than 14,000 journals and newspapers.

As part of their commitment to life-long learn-

ing skills librarians teach a one-credit Information Literacy class that is part of the university's general education requirements. Other ongoing programs include electronic reserve readings, online interlibrary loan requests, entertainment DVD collection of recent and classic movies and laptop computer checkout.

### 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 in 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. In addition, Residence Life is staffed with an assistant director and five full-time hall directors, and one graduate assistant hall director, 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, Rohlman, and the link section of Hagen and Tiedemann Halls.

#### Services for Students with Disabilities

Students with disabilities may contact the Office of Services for Students with Disabilities for 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 readers, scribes, note-takers, sign language interpreters, alternate exam arrangements, advocacy, academic advising, books on tape, screening and referral for diagnosis of a disability, and liaison with other university and state agencies. Two learning disabilities specialists and a graduate assistant provide one-to-one learning skills instruction. The University also has an FM hearing assistance system for the Galvin Fine Arts Center and Christ the King Chapel. Personal transmitters and receivers are available for the classroom.

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 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, Student Government Association and minority affairs..

#### **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.

#### **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.

#### **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 Directors.

## General Information

### 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).

## 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:

1. 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**

2. 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**

3. 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.
4. 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. Automatic Review

Students who meet GPA and class rank requirements described above but whose ACT composite scores are 17 or lower (or whose SAT scores are below 870) will receive an in-depth review by Admissions.

##### D. Petition Process

Applicants not meeting the minimum criteria for any category above may petition the Admissions Appeal Committee. More in-

formation on this process is available from the Admissions Office.

E. 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.

F. 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 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 870.

## General Information

ite 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.

**Early Enrollment of High School Students**  
St. Ambrose offers its students two different opportunities to earn 3-4 credits per semester while still enrolled in high school:

1. A student is eligible through the Iowa Post Secondary Early Enrollment Program if he or she has already taken the highest level course work in a particular curriculum within their school district and wants to continue that curriculum at St. Ambrose. The PSEEP also requires students to complete the PSEEP form, have permission from their HS counselor and their parents/guardian, complete an application, and meet with an admissions counselor. Tuition is covered by the PSEEP.
2. A high school student not participating in the PSEEP may take 3-4 credit hours each semester with permission from their high school counselor and after meeting with an admissions counselor. These students receive a 50% tuition discount.

**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 in good academic standing may be re-admitted by completing a re-admit form in the records and registration office. 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.

**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) and have the results sent directly to the International Student Services Office. A minimum score of 500 (173 computer based) is required at the undergraduate level and 550 (213) at the graduate level. 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 and submit it to the Office of Admissions. A \$25 non-refundable application fee is to be included with the application form.
- 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 Business Administration (BBA)

(Accounting)

Bachelor of Applied Management Technology (BAMT)\*

Bachelor of Special Studies (BSS)\*

Bachelor of Elected Studies (BES)\*

\* also available in the traditional semester-long format

ACCEL is designed for adult students who have at least three years of full-time work experience and have completed a minimum of 24 transferable credits with a grade point average of 2.0 or better. An Associate of Applied Science (AAS) degree is required for admission to the Bachelor of Applied Management Technology degree program. The Bachelor of Special Studies requires licensure or certification in an allied health care profession. Potential students who meet the other admission criteria but have fewer than 24 semester credits may petition for admission.

ACCEL offers an accelerated course format with most three-credit courses meeting once a week in five- or eight-week sessions. Nine sessions are offered each year so that students may "stop-in or stop-out" as work and family responsibilities require. Classes are held evenings and weekends for the convenience of busy adults.

### Admission Information

- Contact the ACCEL Office, 563/441-9500.
- Submit the application for admission.
- Request transcripts from high school and from other colleges or universities attended.
- Prior to admission to ACCEL, undergraduate students may need to complete placement tests. Admission to St. Ambrose does not necessarily imply admission to ACCEL.

An individual advising/registration appointment will be scheduled. Students will be given a degree plan indicating the courses they have completed and the courses they have yet to take.

The ACCEL Office is located in the University's Continuing Studies and Conference Center at 1950 E. 54th St., Davenport.

Phone: 563/441-9500 or 1-888/222-3578 (toll-free); fax: 563/441-9470; email: accel@sau.edu

## 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.

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 in high school guidance offices, the St. Ambrose University Financial Aid Office. and online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). This form is used to apply for need based funds.

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 money.

Need must be established by completing the financial aid 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.

All students receiving financial aid (federal, state, and/or institutional funds) are expected to complete all courses attempted while maintaining at least a cumulative grade point average of 2.0 (undergraduate) or 3.0 (graduate). 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.

For purposes of financial aid, the academic year is defined as August 15 through August 14. All hours must be completed and/or cumulative grade point average earned at the minimum level by August 14 in order to receive funding for the following year.

Students who believe extenuating circum-

stances prevented them from meeting satisfactory progress requirements may submit a written letter of appeal to the Satisfactory Progress Committee. It should be sent to the director of Financial Aid no later than two weeks prior to the start of the semester for which a student would like to be considered for aid. The Satisfactory Progress Committee will review the appeal and render a decision. There is no further appeal beyond this committee.

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

#### **Seminary**

Seminary scholarships are available to students accepted by dioceses to study for the priesthood. Information on Seminary scholarships is available from the Seminary Department.

#### **General**

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

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.

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 Stafford Loans**

Most students who are at least half time and eligible for financial aid may take out a Federal Stafford Subsidized or Unsubsidized Loan.

The Federal Stafford Plus Loans are long-term loans made available to parents, non-traditional, and independent students to help pay college expenses for dependent students.

Students who need loan money to pay their bills 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. Loans are processed only after receipt of a signed award letter from the student, and the student is registered for classes. After the student returns the signed promissory note to the lender, funds are received by the university.

##### **Perkins Loans**

The University is authorized by the federal government to grant loans if financial need exists. The availability of the loans is dependent upon federal legislation and available funds, and are awarded to undergraduate students only.

#### 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 most recent 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 anytime 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.

##### **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. 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.

##### **Pell Grant Program**

This government-financed program aids students with unusual financial need who otherwise would be unable to enter or remain in college.

##### **Work-Study Program**

This government program provides another

## General Information

source of funds to assist students in obtaining their college education. The program is based on need.

### 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.

### Return of Financial Aid Title IV Funds Policy

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.

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.

### Financial Aid Recipients

If any amount of tuition is paid by a Title IV program and the student withdraws during the established return period, the Title IV program funds will be returned in the following order: Loans: Federal Unsubsidized, Federal Subsidized, Federal Plus. Grants (& other): Federal Pell, Federal Supplemental Educational Opportunity Grant (SEOG) and other Title IV funds. The Institution must return the funds as soon as possible, but no later than 30 days after the institution determines the withdrawal date.

### Return of Title IV Aid Refund Policy

The law (sections 485 of the Higher Education Amendments of 1998 -P.L. 105-244) 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.

As prescribed by the changes in the law, 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: 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 X 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 X 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 insti-

tuition 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 2007–08 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.

Tuition

These rates are for the 2007-08 academic year.

**Undergraduate**

Part-time:

1–11 semester credits,  
per semester credit. . . . . \$ 640

Full-time:

12–18 semester credits,  
per semester. . . . . \$10,290

Other:

19 or more semester credits,  
per semester credit. . . . . \$ 640

**ACCEL**

per semester credit. . . . . \$ 360

**Master’s Degrees**

per semester credit. . . . . \$ 607  
(see below for MOT and MOL tuition)

**Master of 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

## General Information

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.

### Master of Organizational Leadership

per semester credit . . . . . \$ 580

### Doctor of Business Administration

per semester credit . . . . . \$ 722

### Board

These rates are for the 2007-08 academic year. One of four meal plan options is required of all resident students:

- 19 meals a week . . . \$1895 per semester
- 14 meals a week . . . \$1845 per semester
- 10 meals a week . . . \$1725 per semester
- 7 meals a week . . . \$1590 per semester

### Room

These rates are for 2007-08 academic year. Room charges are listed on a per semester basis.

### Traditional Hall

- Cosgrove, Davis, Hayes double room,  
per student . . . . . \$ 1540
- Rohlman, Bechtel, Franklin Hall, double room,  
per student . . . . . \$ 1750
- Davis single room . . . . . \$ 1540
- Cosgrove, Davis, Hayes single room . . . . \$ 2335

### Preferred Housing

- Tiedemann, Townhouses double room  
each student . . . . . \$ 2085
- House double room, each student . . . . . \$ 2085
- Tiedemann, Townhouses, House single . . \$ 2555

Hagen single room . . . . . \$ 2280

Room assignments are subject to contractual arrangements through the Student Services 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  
(varies 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 per credit awarded . . . . . \$ 30  
Fee per credit requested . . . . . \$ 60

### College-Level Examination

- Administration fee . . . . . \$ 15
- Each credit awarded . . . . . \$ 20
- Program (CLEP) Test . . . . . \$ 65

### DPT Admission Fees

- Acceptance fee . . . . . \$ 200
- Graduation Fee . . . . . \$ 35

Late Payment Fees . . . . . Varies

### 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 and MOL students . . . . . \$ 20
- All other students . . . . . \$ 45

Retired Learner Audit Fee . . . . . \$ 50  
Per class (limit 2 per semester)

### Special Examination Fee

- Each credit awarded . . . . . \$ 30
- Each examination taken . . . . . \$ 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)**

Department and Course Fee	
Accounting 312 . . . . .	\$ 25
Art 203, 207, 208, 306, 400, 401 . . . . .	\$ 10
233, 234, 430, 431 . . . . .	\$ 15
220, 303, 304, 305 . . . . .	\$ 30
Astronomy 201 . . . . .	\$ 30
Biology 101, 103, 104, 109, 211, 221, 231, 241, 301, 302, 303, 304, 307, 314 . . . . .	\$ 30
202, 203, 204 . . . . .	\$ 35
323 (fee may be assessed depending on subject) . . . . .	Varies
330 . . . . .	\$ 50
500 . . . . .	\$ 150
Chemistry 101, 102, 103, 105, 106, 209, 210, 301, 303, 311, 313, 314, 319, 321, 333, 428, 429 . . . . .	\$ 30
Communication 225 . . . . .	\$ 25
Computer Science, all courses . . . . .	\$ 25
Doctor of Physical Therapy (DPT) 530, 570, 630, 760 . . . . .	\$ 75
DPT 800, 810, 820, 830 . . . . .	\$ 20
Early Childhood Education	
440, 441, 442 . . . . .	\$ 40
Education 409, 419, 430, 432, 433 . . . . .	\$ 85
308 . . . . .	\$ 25
403 . . . . .	\$ 40
Industrial Engineering	
110, 300, 351, 375 . . . . .	\$ 15
Kinesiology 149, 151, 152, 153, 154, 155, 157, 158, 160, 165 . . . . .	Vary
308 . . . . .	\$ 15
Master of Business Administration	
690 . . . . .	\$ 425
Master of Education 700 . . . . .	\$ 40
Mathematics, computer-assisted sections of 191, 192 . . . . .	\$ 25
Music 104, 105, 106 . . . . .	\$ 65
Music 235, 239, 240 . . . . .	\$ 30
Music 236, 237, 238 . . . . .	\$ 30
Music 103, 303, A-U . . . . .	\$ 30
One-half hour lesson per week . . . . .	\$ 130
And subsequent one-half hour private instruc-	

tion lessons in a second instrument or voice during the same semester . . . . .	\$ 90
Natural Science 105, 202 . . . . .	\$ 30
Nursing 160, 260, 300, 352 . . . . .	\$ 30
online web-based courseware fee . . . . .	\$ 30
Physics 110 . . . . .	\$ 20
Physics 160, 201, 203, 204, 251, 253, 254, 306, 325, 329 . . . . .	\$ 30
Psychology 403 . . . . .	\$ 15
540 . . . . .	\$ 30
Statistics 213 . . . . .	\$ 25
STBE 337 . . . . .	\$ 25

**Tuition Refunds**

Students are obligated for the full amount of tuition for courses for which they are registered, subject to the refund schedule, which is available from the Records and Registration Office or for ACCEL classes, from the ACCEL Office.

**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 check out procedure with the Office of Student Services.

No refund will be given on fees.

Resident Students

Students from outside the Quad City area 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 is refundable up to 12 weeks before the first day of the semester.

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.

## General Information

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. **All students must leave at Christmas.** Those who wish to remain at the University through any part of the other vacation periods should notify Student Services. Students need to make their own arrangements for meals during this time.

### 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*

### Degrees

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

Bachelor of Applied Management Technology

Bachelor of Arts

Bachelor of Business Administration

Bachelor of Elected Studies

Bachelor of Music Education

Bachelor of Science

Bachelor of Science in Industrial 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 Special Education

Master of Education in Teaching

Master of Science in Information Technology  
Management

Master of Science in Nursing

Master of Occupational Therapy

Master of Science in Occupational Therapy

Master of Organizational Leadership

Master of Pastoral Theology

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.

### 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 090, MATH 095, 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 three through six below, are organized into “Skills” requirements, and “Content” requirements. Skills requirements enable your development in a variety of skills areas necessary for success in college and in the larger world. Content requirements provide you with a breadth and depth of general education consistent with becoming a liberally educated person.
3. General Education Skills requirements: Each student needs to demonstrate competency in

six areas of basic college-level skills, including Written Communication, Oral Communication, Mathematical Reasoning Skills, Health and Physical Education Skills, Information Literacy, and Foreign 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.

**A) 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 “English Composition with Essay.”

**B) Proficiency in Oral Communication Skills may be demonstrated:**

- By passing with a grade of C or better, one of the following: COMM 101: Public Speaking (3 cr); COMM 110: Basic Human Communication (3 cr); COMM 203: Interpersonal Communication (3 cr); COMM 328: Argumentation and Debate (3 cr); or COMM 329: Business and Professional Speaking (3 cr).

**C) Proficiency in Mathematical Reasoning Skills may be demonstrated:**

- By passing, with a grade of C or better, MATH 131: Math for Liberal Arts (3 cr), or any higher numbered course offered by the Mathematics Department,  
or
- By passing with a grade of C or better, STAT 213: Applied Statistical Reasoning for the Sciences (3 cr),  
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.

**D) Proficiency in Health and Physical Education Skills may be demonstrated by completing both of the following:**

- Passing KIN 149: Wellness (1 cr), and
- Passing one activity course or Samaritan Skills course (KIN 206: First Aid (2 cr); KIN 300: Advanced Swimming (2 cr); or KIN 400: Water Safety Instructor's (2 cr).

**E) Proficiency in Information Literacy Skills may be demonstrated:**

- By passing IL 101: Information Literacy (1 cr).

**F) Proficiency in Foreign Language Skills may be demonstrated:**

- By passing three years of the same language in high school,  
or
- By passing college language courses through the equivalent of 201 (second year, first semester) at St. Ambrose,  
or
- By passing intermediate-level language courses taken in study abroad programs affiliated with St. Ambrose.

*Transfer students with 24 transferable hours successfully completed before entering SAU must complete the equivalent of three semesters of college-level language (either in high school language courses, college language courses, or some combination thereof), but are not required to complete all semesters in the same language.*

For requirements 4.(A) through 4.(J), all general education approved courses are noted in this section of the catalog, on the Web at [www.sau.edu](http://www.sau.edu), and in the semester course schedules made available by the Office of Records and Registration.

4. General Education Content requirements: Each student must complete requirements described under Level 1 and Level 2, as described below.

**Level 1 requirements: An Introduction to the Arts and Sciences**

- A) Complete one Philosophy course from among PHIL 101, 201, 207, 208, 210, and 217
- B) Complete one Theology course from among THEO 101, 201, 202, 215, 219, 240, and 250.
- C) Complete two Humanities group courses from two different departments other than Philosophy and Theology
- D) Complete one Creative Arts group course of 2-3 credits, or participate for credit in one year of the same musical ensemble, or complete one year of study for credit of the same musical instrument
- E) Complete one Social Science group course
- F) Complete one Natural Sciences group course

**Level II requirements: Extended Exploration of the Arts and Sciences**

- G) Complete two additional approved courses in Philosophy, Theology, or Catholic Studies with at least one course taken at the 300 level and **one of the options** described as 4.(H), 4.(I), or 4.(J):

**Option 1**

- H) Breadth of Study in the Arts and Sciences
  - i) Complete one additional Humanities group course from a department other than Philosophy, Theology, or Catholic Studies
  - ii) Complete one additional Social Sciences group course
  - iii) Complete one additional Natural Sciences group course

**OR**

**Option 2**

- I) Interdisciplinary Study
  - i) Complete an existing Interdisciplinary Minor of at least 15 credits. You also may design an individualized interdisciplinary minor. Please contact the Registrar or the director of General Education for further information.

**OR**

**Option 3**

- J) Depth of Study in the Arts and Sciences
  - i) Complete a second major in Economics, or in any department of the College of Arts and Sciences.
- 5. 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: 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 WI course in each major. 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 Board of Studies.
- 6. Complete the minimum of 120 semester credits according to the following requirements:
  - For transfer students, no more than 60 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 majors: 44–45 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 Information Literacy Skills, and the Writing Intensive requirement described in the preceding Bachelor of Arts degree section also are required for the Bachelor of Applied Management Technology, Bachelor of Business Administration, Bachelor of Elected Studies, Bachelor of Music Education, Bachelor of Science in Industrial 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, Physics 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 six 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 six 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 six 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

## General Information

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 six as stated in the Bachelor of Arts Degree requirements in this section of the catalog.

### Bachelor of Elected Studies Degree

The Bachelor of Elected Studies degree program is meant to meet the needs of mobile adults with diverse backgrounds who have already earned college credits, probably from several institutions of higher education.

The BES degree lets students work with advisors to design a program consisting of courses oriented toward personal interests, needs, and goals. The curriculum includes a general education component which allows flexibility in course work, yet emphasizes the liberal arts.

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

This degree is available in the traditional and accelerated formats. See the ACCEL Program section for more information.

### Bachelor of Applied Management Technology Degree

The Bachelor of Applied Management Technology degree program is designed to build on a two-year Associate of Applied Science (AAS) degree. As an AAS degree holder, the student 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 Technology” in the Undergraduate Programs section.

This degree is available in the traditional and accelerated formats.

### 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.

### 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 accelerated degree completion program.

For complete degree requirements see “Business Administration (ACCEL)” in the Undergraduate Programs section.

### 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 2007–09 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 3 credit unless noted):

- ART 120. Topics in Art History  
 ART 250. Art Through the Ages I  
 ART 251. Art Through the Ages II  
 ART 320. Advanced Topics in Art History  
 ART 350. American Art  
 ART 351. Art of the Modern World  
 ART 352. Beyond the Western World  
 ART 354. Christian Heritage in Art  
 CATH 201. Introduction to Catholic Studies  
 ENGL 120. Literary Topics  
 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. Lit in English Outside U.K. and U.S.  
 ENGL 222. Women's Literature  
 ENGL 233. Minority Voices in Literature  
 ENGL 240. Fiction in Film  
 ENGL 242. Popular Literature  
 ENGL 243. Irish Literature  
 ENGL 244. Literature of the Sacred  
 ENGL 246. Literature of Place  
 ENGL 302. Medieval Literature  
 ENGL 303. Shakespeare  
 ENGL 304. Renaissance Literature  
 ENGL 306. Restoration and 18th 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 Fiction  
 ENGL 347. Beat Literature  
 ENGL 360. Advanced Topics  
 HIST 101. World Civilization to 1500  
 HIST 102. World Civilization Since 1300  
 HIST 111. U.S. History to 1865  
 HIST 112. U.S. History Since 1865  
 HIST 115. Topics in History  
 HIST 121/321. Medieval Women: In Their Own Voices  
 HIST 140. History of Sport and Recreation  
 HIST 150/350. The Vietnam War  
 HIST 220. Modern East Asia  
 HIST 225. The Modern Middle East  
 HIST 230. Modern Latin America  
 HIST 235. Modern Africa  
 HIST 245. Catholicism in America  
 HIST 260. History of Iowa  
 HIST 307. History of Christianity: Early/Medieval  
 HIST 308. Hist of Christianity: Reformation/Mod  
 HIST 309. Ancient Greece  
 HIST 310. Roman History  
 HIST 315. Advanced Topics in History  
 HIST 317. The Middle Ages: 300 to 1300  
 HIST 318. Medieval Britain  
 HIST 319. The History of the Renaissance  
 HIST 320. The European Reformations  
 HIST 336. Europe 1648–1815  
 HIST 337. Europe 1815–1918  
 HIST 338. Twentieth Century World  
 HIST 340. Modern Britain, 1603-present  
 HIST 341. History of the British Empire  
 HIST 342. Modern Ireland  
 HIST 343. War and Peace in Northern Ireland  
 HIST 345. Modern Germany  
 HIST 365. Peopling of America  
 HIST 368. Irish-Amer Experience: 1700 to Present  
 IS 101. Intercultural Understanding  
 IS 103. Foreign Cultural Experience (4 cr)  
 IS 201. Selected Works French Lit in Translation  
 IS 204. Selected Works Hispanic Lit in Translation  
 IS 210. Selected Topics in Culture and Civilization  
 MUS 101. Basic Musicianship (2 cr)  
 MUS 110. Music Orientation (2 cr)  
 MUS 114. Irish Music in the World (2 cr)  
 MUS 115. Music in Culture ( 2 cr)  
 MUS 120. Jazz Appreciation (2 cr)  
 MUS 310. Music in Liturgy  
 PHIL 101. Introduction to Philosophy  
 PHIL 201. Logic

## General Information

- PHIL 207. Ethics  
PHIL 208. Philosophies of Life  
PHIL 210. Social and Political Philosophy  
PHIL 217. History of Ancient Philosophy  
PHIL 302. Peace and Justice Seminar  
PHIL 305. Business Ethics  
PHIL 310. Bio-Medical Ethics  
PHIL 311. Environmental Ethics  
PHIL 343. Ethics of Peace and Nonviolence  
PHIL 360. Hist Medieval/Renaissance Philosophy  
PHIL 365. History of 16–18th Century Philosophy  
PHIL 367. History of 19–20th Century Philosophy  
PHIL 370. History of American Philosophy  
PHIL 375. Existentialism  
PHIL 390. Special Topics in Philosophy  
SPAN 303. Selected Works in Spanish Literature  
SPAN 304. Selected Works in Spanish Literature  
SPAN 305. Selected Readings Latin American Lit  
SPAN 306. Selected Readings Latin American Lit  
THEO 101. Introduction to Theology  
THEO 201. Introduction to the Old Testament  
THEO 202. Introduction to the New Testament  
THEO 215. Introduction to the Sacraments  
THEO 219. Introduction to Moral Issues  
THEO 240. Introduction to Black Theology  
THEO 245. Catholicism in America  
THEO 250. Introduction to Comparative Religions  
THEO 255. Religion in America  
THEO 300. Contemporary Theological Issues  
THEO 301. Jesus Christ. His Person and Mission  
THEO 302. Seminar in Peace and Justice  
THEO 307. History Christianity: Early/Medieval  
THEO 308. Hist Christianity: Reformation/Mod  
THEO 309. Prayer, Spiritual Life and Liturgy  
THEO 310. Music in Liturgy  
THEO 311. Environmental Ethics  
THEO 312. Rome and Christianity  
THEO 313. Celtic Spirituality  
THEO 315. The Church: Meaning and Mission  
THEO 317. Problems Faith, Theo Anthropology  
THEO 340. Women in Theology  
THEO 345. Introduction to Religions of the West  
THEO 346. Introduction to Religions of the East  
THEO 350. The Protestant Perspective  
THEO 354. The Jewish Perspective  
THEO 365. Theology of Marriage  
THEO 403. The Holocaust  
THEO 404. The Catholic Perspective  
THEO 409. Christian Mystical Tradition  
THTR 202. Survey of Theatre  
THTR 210. Survey of American Film  
THTR 304. Theatre History I  
THTR 305. Theatre History II  
THTR 315. Classic Dramatic Literature  
THTR 316. Survey of Current Dramatic Literature  
THTR 321. Topics in Theatre  
THTR 385. Theatre in London  
THTR 386. Irish Theatre  
WMST 201. Women's Studies  
WMST 315. Latin American Women's Issues  
WMST 320. Irish Women and Film  
WMST 340. Women and Madness

### Creative Arts

- ART 100. Drawing Introduction  
ART 150. Survey of Art Studio (2 cr)  
ART 200. Calligraphy  
ART 201. Studio Fundamentals: Painting  
ART 203. Studio Fundamentals: 2-D Design  
ART 207. Studio Fundamentals: Drawing  
ART 208. Studio Fundamentals: 3-D Design  
ART 220. Introduction to Prints I  
ART 232. Photography I - Digital  
ART 233. Photography I - Film  
ART 234. Photography II  
ART 303. Figure Composition and Anatomy  
ART 304. Figure Drawing  
ART 305. Ceramics  
ART 331. Painting II  
ART 430. Painting III  
ART 431. Painting IV  
ENGL 317. Creative Writing  
ENGL 319. Environmental Writing  
ENGL 321. Memoir Writing  
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. Guitar Class (1 cr)  
MUS 103. Applied Music (1 cr)  
MUS 104. Piano Class (1 cr)

MUS 105. Piano Class II (1 cr)  
 MUS 106. Voice Class (1 cr)  
 MUS 111. Choir (1 cr)  
 MUS 117. Band (1 cr)  
 MUS 118. Jazz Band (1 cr)  
 MUS 121-127. Ensemble (1 cr)  
 MUS 150. Composition (3 cr)  
 MUS 303. Advanced Applied Music (1 cr)  
 MUS 311. Chamber Singers (1 cr)  
 MUS 313. STAMVOJA (1 cr)  
 THTR 105. Beginning Acting for Non-Majors  
 THTR 307. Advanced Acting

### Social Sciences

(all courses 3 credit unless noted):

ECON 101. Economics Survey  
 ECON 201. Principles of Macro-Economics  
 ECON 202. Principles of Micro-Economics  
 CRJU 101. Introduction to Criminal Justice  
 CRJU 316. Juvenile Justice  
 GEOG 205. Human Geography  
 INTL 221. Survey of International Business  
 MGMT 101. Foundations of Business  
 ORGL 104. Contemporary Issues in Leadership  
 ORGL 199/299/399. Special Topics  
 ORGL 201. Intro to Leadership Development  
 PSCI 101. Government of the U.S. I  
 PSCI 102. Government of the U.S. II  
 PSCI 103. Politics in Film  
 PSCI 110. Law and Society  
 PSCI 199/299/399. Special Topics Political Science  
 PSCI 301. Political Parties, Campaigns & Elections  
 PSCI 303. Constitution of the United States  
 PSCI 304. Civil Liberties and the Constitution  
 PSCI 305. Mock Trial (2x for Gen Ed cr) (1 cr)  
 PSCI 307. History of Political Thought I  
 PSCI 308. History of Political Thought II  
 PSCI 309. International Politics  
 PSCI 313. Foreign Policy of the U.S.  
 PSCI 325. Public Opinion and Propaganda  
 PSYC 105. Introductory Psychology  
 PSYC 201. Personal Adjustment  
 PSYC 203. Psychology of Gender  
 PSYC 284. Child and Adolescent Psychology  
 PSYC 305. Life-Span Developmental Psychology  
 PSYC 324. Abnormal Psychology

SOC 101. Introduction to Sociology  
 SOC 120. Social Problems  
 SOC 210. Cultural Anthropology  
 SOC 220. Social Psychology  
 SOC 225. Sex and Gender  
 SOC 230. Introduction to Gerontology  
 SOC 235. Deviant Behavior  
 SOC 240. Race and Ethnicity  
 SOC 260. Social Organization  
 SOC 265. Social Stratification and Inequality  
 SOC 280. Conflict Resolution  
 SOC 323. Marriage and the Family  
 SOC 326. Medical Sociology  
 SOC 356. Sociology of Religion

### Natural Sciences

(all courses 3 credit unless noted):

ASTR 201. Astronomy  
 BIOL 101. Principles of Human Biology (4 cr)  
 BIOL 103. General Biology I (4 cr)  
 BIOL 104. General Biology II (4 cr)  
 BIOL 106. Human Genetics  
 BIOL 107. Plants and Civilization  
 BIOL 108. Principles of Evolutionary Change  
 BIOL 109. Environmental Science (4 cr)  
 BIOL 110. Natural History for Poets  
 BIOL 112. Humans and Disease  
 BIOL 123. Selected Topics (2-4 cr)  
 CHEM 101. Chemistry and Society (4 cr)  
 CHEM 102. History of Chemistry  
 CHEM 103. Principles of Chemistry (4 cr)  
 CHEM 105. General Chemistry I (4 cr)  
 CHEM 106. General Chemistry II (4 cr)  
 CHEM 120. Chemistry of Art  
 GEOG 201. Physical Geography  
 NSCI 105. Introduction to Physical Science (4 cr)  
 NSCI 201. Astronomy  
 NSCI 202. Earth Science  
 NSCI 205. Physical Geography  
 PHYS 110. Physics of Sound and Light  
 PHYS 160. Basic Electricity and Electronics  
 PHYS 201. Principles of Physics (4 cr)  
 PHYS 203. College Physics (4 cr)  
 PHYS 251. General Physics I (4 cr)

## 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 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 60 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 60 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 60 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. 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).
4. Receiving recognition for studies completed with certain non-collegiate organizations and companies.
5. Establishing the acquisition of certain Military Occupational Specialties (MOS's), or even having spent some time in military service.
6. Providing the attainment of college-level learning from life and work experience. (For further information, see Prior Experiential Learning in this section.)

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.

**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 established a system for assessing and crediting prior experiential learning if you are an adult student who brings practical knowledge and experience when you come to the University.

If you can demonstrate to the satisfaction of an expert in a given field that you have gained college-level learning outside the college classroom, you 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.

**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.

## General Information

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.

### 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 31 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:

Courses numbered from 100 to 199 normally are first year courses.

Courses numbered from 200 to 299 normally are sophomore courses.

Courses numbered from 300 to 499 normally are junior and senior courses.

Courses numbered 500 through 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 twelve 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.

A semester credit is defined as one 50-minute lecture or recitation period per week for one semester. Laboratory periods are two to three periods in length and are equivalent to one lecture period.

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.

### Undergraduate Grading System

The grading system uses symbols with the following meanings:

- A = exceptional achievement
- B+ = achievement qualitatively greater than that required for the grade of *B*
- B = achievement superior to the basic level
- C+ = achievement discernably above basic achievement
- C = basic achievement in which both qualitative and quantitative requirements are met adequately and satisfactorily
- D = work below the basic level of achievement but of sufficient quality to warrant credit
- P = passing work completed in a course where the student is registered pass/no pass
- NP= not passing work completed in a course where the student is registered pass/no pass
- F = complete failure to meet course requirements
- W = withdrawal from a course without an assigned grade
- WF= withdrawal from a course while doing failing work
- WP= withdrawal from a course while doing passing work
- I = 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)
- IP = in progress work (for students in courses that are not expected to be completed within the normal semester, i.e. internships. (see explanation following.)
- X = absence from the final examination (a schedule of completion is to be worked out

## General Information

with the teacher)

AU= 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. This grade will carry "resident credit" that can be used to meet financial aid and loan deferment requirements for one academic year from date of enrollment.
3. Satisfactory progress has to be confirmed by the department chair at the beginning of each semester within the academic year.
4. 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.

### 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 = 4 quality-points

B+ = 3.5 quality-points

B = 3 quality-points

C+ = 2.5 quality-points

C = 2 quality-points

D = 1 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.

### Graduate Grading System

For information on the graduate course grading system, see the Graduate Level Grading System heading in the Graduate Information section.

### 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

## General Information

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 students who

- have met the ACCEL admission criteria
    - 24 transferable credits,
    - GPA 2.0 or above,
    - 23 years of age and 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 paying tuition either in the zone or by the credit hour
  - are in good financial standing (no large outstanding tuition due)
  - have no outstanding incomplete grades
- will be allowed to enroll in SAU courses offered

through the ACCEL program.

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.

Students who have declared majors offered by ACCEL and are in good financial standing will be eligible to enroll in on-campus courses and pay the on-campus tuition. If these students enroll in 12 or more credits of on-campus coursework in one semester, they shall pay the zone tuition. Any financial aid for which these students qualify would apply to the tuition for the on-campus credits.

### 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 credits)	1.80 (16–30 credits)
Second-year students	1.90 (31–45 credits)	2.00 (46–60 credits)
Third-year students	2.00 (61–75 credits)	2.00 (76–90 credits)
Fourth-year students	2.00 (91–105 credits)	2.00 (106–120 credits)

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

## General Information

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 regrading, 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 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  
 Criminal Justice  
 English  
 History and Geography  
 Languages and International Studies  
 Mathematics  
 Music  
 Philosophy  
 Physics, Engineering and Astronomy  
 Political Science and Leadership Studies  
 Psychology  
 Social Work  
 Sociology

Theatre  
 Theology

#### ***College of Business***

##### **Departments**

Accounting, Law and Taxation  
 Communication  
 Computer and Information Sciences  
 Finance, Economics and Decision Science  
 Industrial Engineering  
 Managerial Studies  
 Marketing Studies

#### ***College of Education and Health Sciences***

##### **Departments**

Education  
 Kinesiology  
 Nursing  
 Occupational Therapy  
 Physical Therapy

#### ***College for Professional Studies***

ACCEL Program  
 Continuing Studies and Conference Center  
 Distance Education  
 Professional Development

Special Programs

##### **Certificates**

Gerontology  
 Organizational Leadership  
 Organizational Management  
 Youth Ministry

##### **Concentrations**

##### **Undergraduate Concentrations**

Environmental Biology  
 Forensic Psychology  
 Molecular Biology  
 Pre-Health Professions  
 Pre-Med  
 Youth Ministries

##### **Graduate Concentrations**

Finance  
 Health Care Administration  
 Human Resource Management

## General Information

International Management  
Management Information Systems  
Marketing Information Systems  
Not-For-Profit Management

### **Interdisciplinary Minors**

Catholic Studies  
Environmental Studies  
International Studies  
Irish Studies  
Justice and Peace  
Organizational Leadership  
Pre-Law Studies  
Women's Studies

### **Study Abroad Programs**

The Study Abroad 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 Study Abroad 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 Programs

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## Accounting

The Department of Accounting offers an undergraduate major in Accounting, International Accounting and Modern Languages, 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:** MATH 151 or 161 or equivalent as determined by the Accounting Department; 27 semester credits in required accounting courses including ACCT 201, 202, 301, 302, 304, 305, 307, 309, 312 and six elective credits from ACCT 306, 310, 314, 401, and 402; six credits in economics including ECON 201 and 202; 18 credits in business administration including STBE 337, BUS 201, and twelve elective credits from ECON 307, 312, 313, 331, FNCE 300, 301, MAC 618, MKTG 309, 322, MGMT 310, 332 or INTL 372. Majors are also required to have earned a 2.25 average GPA in all accounting courses.

**Requirements for a Major in International Accounting and Modern Language:** MATH 151 or equivalent as determined by the department; 30 semester credits in accounting including ACCT 201, 202, 301, 302, 304, 305, 307, 309, 312, 401 and three elective credits from ACCT 306, 310, 314 and 402; six credits in economics including ECON 201 and 202; 18 credits in business administration including STBE 337, BUS 201, and twelve elective credits from ECON 307, 312, 313, 331, FNCE 300, 301, MAC 618, MKTG 309, 322, MGMT 310, 332 or INTL

372; 12 semester credits of a foreign language (all one language) at 300-level or above, including a course in Business French, German or Spanish. Majors are also required to have earned a 2.25 average GPA in all accounting courses.

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

### Course Descriptions

#### **ACCT 101. Accounting for Small**

##### **Business Operations**

**3 credits**

A study of accounting for the financial operations of a small business with emphasis on business formation, maintenance of financial records, and periodic reporting.

#### **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 conformity 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. Prerequisite: ACCT 201.

#### **ACCT 301. Intermediate Accounting I**

**3 credits**

First of two courses offering in-depth analysis of accounting principles and their potential impact on business and the profession. Topics include the balance sheet, income statement, current assets and current liabilities. Offered fall semester. Prerequisites: ACCT 201 and 202 with a 2.5 average GPA for those courses.

#### **ACCT 302. Intermediate Accounting II**

**3 credits**

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

In-depth analysis of some of the more challenging accounting areas. Topics include fixed assets, contributed capital, revenue recognition, and statement of cash flows. Offered spring semester. Prerequisites: ACCT 201, 202, 301.

**ACCT 304. Auditing 3 credits**  
Detailed analysis of auditing principles and techniques. Topics include professional ethics, internal control, auditor's report and various audit procedures. Prerequisites: ACCT 201, 202, 301, 302.

**ACCT 305. Income Tax Procedures I 3 credits**  
Study of the federal tax structure and the application of income tax principles as they apply to the individual taxpayer. Tax planning strategies and research methods will be introduced. Prerequisites: ACCT 201 and 202 with a 2.5 average GPA for those courses.

**ACCT 306. Income Tax Procedures II 3 credits**  
A review of the federal tax code as it relates to corporations, partnerships, estates and trusts. Includes tax planning to maximize preferential tax treatment. Prerequisites: ACCT 201, 202, 305.

**ACCT 307. Cost Accounting 3 credits**  
Includes job order costing, process costing, activity-based costing, just-in-time inventory, cost-volume-profit analysis, differential cost analysis, capital investment decision models, standard costing and cost variances. Prerequisites: ACCT 201 and 202 with with a 2.5 average GPA for those courses.

**WI-ACCT 309. Special Accounting Topics 3 credits**  
Specialized analysis of selected accounting topics including leases, earnings per share, bond transactions, accounting for income taxes and pensions. Makes intensive use of cases and presentations. Prerequisites: ACCT 201, 202, 301, 302.

**ACCT 310. Governmental Accounting 3 credits**  
An overview of governmental and nonprofit enti-

ties including the special accounting and financial statements required of these organizations. Prerequisites: ACCT 201, and, 202 with a 2.5 average GPA for those 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 required to show how computers can be used by businesses. Prerequisite: 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, 304.

**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. Prerequisite: Instructor permission.

**ACCT 401. Advanced Accounting 3 credits**  
An in-depth analysis of advanced, specialized phases of financial accounting. Topics include consolidations, partnerships, foreign currency transactions, bankruptcy and Securities and Exchange Commission reporting requirements. Prerequisites: ACCT 201, 202, 301, 302.

**WI-ACCT 402. Accounting Seminar 1-3 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.

## Applied Management Technology

The Bachelor of Applied Management Technology (BAMT) degree program is designed to build on a two-year Associate of Applied Science (AAS) degree. As an AAS degree holder, the student 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. Therefore, modifications to the required course list, which follows, may be necessary for individual students. An individual student curriculum plan must be developed by the student and advisor.

### Program Delivery Format Options

The BAMT may be taken through the St. Ambrose University ACCEL accelerated degree completion 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 BAMT Degree

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

1. Take placement tests in writing, math and reading. In cases where students have earned college level credit in writing or math, placement will be made based on 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; MATH 151 or 161; COMM 329; KIN 149; IL 101.

**Foreign Language or Multicultural Course** select: one International Studies or Foreign Language course (3 cr).

**Humanities**, from the Humanities general education category select: PHIL 305; one Theology course (3 cr); one Philosophy or Theology course (3 cr); one course, not from Philosophy or Theology (3 cr); one elective course (3 cr).

**Creative Arts**, from the Humanities or Creative Arts general education categories select: one Art, Music or Theatre course (3 cr).

**Natural Sciences**, from the Natural Sciences general education category select: one course (3–4 cr); if taking a 3-credit Natural Science, also select a Physical Education general education approved course (1–2 cr).

**Elective**, from the Natural Sciences or Humanities general education categories select: one Natural Science or one 300/400 level Humanities course (3 cr).

Depending on the coursework transferred into the BAMT program, up to 10 substitution credits

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

may be required and will be selected from: Social Science (3 cr), History or Literature (3 cr), Science (3–4 cr), and Physical Education (1 cr).

Refer to “Courses that Meet General Education Requirements of the 2007-2009 Catalog” in the Degree Information section for more information.

**BAMT Required Core Courses:**

ACCT 201, 202; BUS 201; ECON 201, 202; ENGL 315; FNCE 300; MKTG 309; MGMT 310; MGMT 349; STBE 337.

## 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 concentrations, each conferring a Bachelor of Arts degree in Art: Book Arts, Fine Arts, Graphic Design, and Art Education.

### CORE COURSES

**Requirements for a Bachelor of Arts for all Majors in Art:** ART 100, 203, 207, 208, 250, 251, 303, 351.

### ADDITIONAL MAJOR REQUIREMENTS

Beyond the common core courses, students must earn one of the following concentrations:

**Requirements for a Book Arts concentration:** ART 202, 205, 220, 232 or 233, 337, 360, and six additional credits of art.

**Requirements for a Fine Arts concentration:** ART 304, 330, 331, 430, 431, with the option of taking ART 400, and six additional credits of art.

**Requirements for a Graphic Design concentration:** ART 202, 205, 210, 232 or 233, 310, 410, with the option of taking ART 401, and three

additional credits of art.

**Requirements for an Art Education Teaching concentration (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 200, 220, 305, 330, 340, 342. 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 210, 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).

**Requirements for an Art Minor:** ART 100 and 251, and 12 additional credits of art.

**Requirements for an Art History Major:** 18 credits of art history.

**Requirements for an Art History Minor for disciplines other than Fine Arts, Graphic Design and /or Art Education:** Fifteen credits of art history plus one of the following, ART 100, 201, 220 or 233.

**Requirements for a Book Arts Minor:** ART 100, 202, 205, 220, 232 or 233, 337, 360 and three additional hours of art.

### Course Descriptions

**+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 200. Calligraphy 3 credits**  
An introductory study of Root Alphabets of Western calligraphy, utilizing shaded writing

## Undergraduate Programs

implements such as steel and felt-tipped pens, and brushes for writing and lettering. An understanding of page design is developed as letter forms, page decoration and illumination are combined.

### **+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.

### **ART 202. Letterforms for Graphic**

#### **Designers 3 credits**

Study of the history and principles of letterforms in a timeline format beginning with cuneiform and hieroglyphics and ending with contemporary typographic practices. The course emphasizes the skill of hand-executed letterforms with the goal of preparing students for the demands of computer generated typography and design. Prerequisites: ART 100, 203.

### **+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. Prerequisite: 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. Prerequisite: ART 100, 203.

### **+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 the creation of narrative. Prerequisite: 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. Prerequisite: 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 205, 233 or instructor's permission.

### **+ART 220. Introduction to Printmaking 3 credits**

Students learn to make prints using a variety of media such as monotype, intaglio, collograph and relief printing. A brief history of each medium with key artists will be included.

### **+ART 232. Photography I - Digital 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, basic image adjustment, file management and printing.

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

**+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. Personal projects in photo journalism, commercial studio practice and art photography will be completed. Prerequisite: ART 232 or 233 or permission of instructor.

**+ART 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.

**+ART 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.

**+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 305. Ceramics 3 credits**

An introduction to working in clay with projects in pinch, coil, and slab methods as well as press and drape molded pieces. Wheel throwing will be briefly introduced.

**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. Prerequisites: ART 201 or 203, 207, 330 and junior/senior standing or permission of instructor.

**ART 307. Advanced Printmaking 3 credits**

An exploration of stone lithography and serigraphy includes single and multiple color printing techniques. Studio experiences are designed to hone production processes as an artist and designer. Strong emphasis on historical perspectives and contemporary approaches further develop each student's personal style. Prerequisites: ART 203, 207, 220.

**ART 310. Graphic Design II 3 credits**

Advanced study of type and image as they relate to problem solving within a professional practice. Design methodology, 4-color process and production techniques are studied. Prerequisites: ART 207, 210.

**ART 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. Permission of instructor required.

**+ART 320. Advanced Topics in**

**Art History 3 credits**

An advanced study of specific art historical themes, geographical regions, media, movement or artists. Topics will be announced each semester the course is offered. Prerequisite: ART 251.

**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 203, 207.

**+ART 331. Painting II 3 credits**

Painting II, continues the foundation study of oil painting. Study of technical aspects of oil painting is combined with awareness of the medium's expressive potential. Prerequisite: 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. Prerequisite: 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 not limited to: pin-hole 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, 220, 233.

**ART 340. Elementary Art Methods 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 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: the 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; etc. Prerequisite: ART 251.

**+WI-ART 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. Prerequisite: ART 251.

**+ART 352. Beyond the Western World 3 credits**

As outlooks become more global, it is important to move outside of our Western focus, to study the heritage of other continents. Prerequisite: ART 251.

**ART 360. Art of the Book 3 credits**

An exploration of historical perspectives and conceptual attitudes of "the book as a work of art" will be combined with developing skills in book-binding, papermaking, assorted printed processes and other related techniques and experimental approaches to bookmaking. The craft of hand-setting type and letterpress printing will be

+ = Applicable toward general education degree requirements  
WI = Writing intensive course



taught. Prerequisites: ART 100, 203, 208, 232 or 233.

**ART 400. Senior Honors: Fine Arts 1 credit**

Advanced studio work in student's area of concentration. In addition to completing sufficient art work for the senior exhibit, students will create a resume, statement of artistic intent. Course may be taken in tandem with ART 431.

Prerequisite: Permission of department chair.

**ART 401. Senior Honors:**

**Graphic Design 1 credit**

Advanced studio work in student's area of concentration. In addition to completing sufficient art work for the senior exhibit, students will create a resume, statement of artistic intent. Course may be taken in tandem with ART 410.

Prerequisite: Permission of department chair.

**ART 402. Professional Practice 1 credit**

An overview of the working methods of the professional artist-commercial and fine art. Topics will be presented by area professionals and will include documenting and presenting work, entering shows, business operation, and gallery and museum practice. This course bridges academic knowledge and day-to-day business practice in the arts. The contexts of art making, publishing and selling will be described and, in some cases, visited. The course will culminate in the completion of a professional resume and mock interview. Prerequisite: Junior/senior status or permission of department chair.

**ART 410. Graphic Design III 3 credits**

Graphic design principles and skills are applied to projects at the professional level. The class is run like a design studio with budget and time constraints. Course may be taken in tandem with ART 401. Prerequisite: ART 310.

**ART 430, 431. Painting III, IV 3 credits**

These courses provide an opportunity for further investigation of oil painting. Students will work towards a more individualized style and investi-

gate the role of content in painting. Emphasis placed on the development of the skills necessary to convey ideas in a meaningful way. Students may opt to take ART 431 in tandem with ART 400. Prerequisites: ART 330, 331.

**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.

## Astronomy

Course Description

**+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. Prerequisite: MATH 095 or equivalent.

## Biology

The Biology Department offers a broad curriculum with a flexibility that allows students to tailor their studies to individual goals. Courses for majors emphasize your development as a scientist and allow you to develop a variety of specializations including environmental biology, pre-health professions, and molecular biology. Students interested in teaching biology will also benefit from this broad-based training. Biology students in any program are eligible for election to Beta Beta Beta, the national honorary biology fraternity.

**Requirements for a Bachelor of Science Degree with a Major in Biology:**

31 semester credits of biology, including BIOL 103, 104, 300, 301, 303, 307, 348; one of the following: BIOL 211, 221, 231, or 241; CHEM 105, 106, 207, 209;

## Undergraduate Programs

MATH 151 or 171; STAT 213; one of the following: PHIL 207, 310, 311, WI-THEO 219, or another course approved by the department.

### Requirements for a Bachelor of Science in

**Biology Teaching Major:** Complete the requirements for a Bachelor of Science Degree with a Major in Biology plus the following: One additional course from: BIOL 202, 211, 221, 231, or 241; and BIOL 310 or 321. Completion of an Education Certification Program is required as well. Students completing this degree are strongly encouraged to pursue endorsements in General Science, Chemistry, or other science disciplines. Some of these endorsements may only require one additional course. Please contact the Department of Education for further details.

### Requirements for a Teaching Minor in Biology:

24 semester credits of biology including BIOL 103, 104, 348; at least two courses from BIOL 202, 211, 221, 231, 241; and enough 200- or higher-level electives in biology to complete the required 24 semester credits; CHEM 105; MATH 151. Completion of an Education Certification Program is required as well. Please contact the Department of Education for details.

### Requirements for a non-teaching minor in

**Biology:** 15 semester credits in biology.

### Optional Concentrations

Courses below are taken in addition to the major requirements, unless indicated otherwise.

### Requirements for a Concentration in

**Environmental Biology:** BIOL 241 (also meets major requirement); BIOL 211 or 221 or 231; 310 or 321; 399, or 401 and 402; CHEM 333. Recommended: PHIL 311.

### Requirements for a Concentration in Molecular

**Biology:** BIOL 211 (also meets major requirement), 330; BIOL 401 and 402, or CHEM 428

and 429; MATH 191; PHYS 203, 204 or PHYS 251, 253, 254; CHEM 208, 210, 319.

Recommended: PHIL 207 or 310.

### Requirements for a Concentration in Pre-Health

**Professions:** Eight (8) hours from among the following: BIOL 202, 204, 211, 302, 304, 314, or 316; BIOL 399, or 401 and 402; CHEM 208 and 210, or 319; MATH 191; PHYS 203 and 204, or 251 and 253 and 254.

### Course Descriptions

#### +BIOL 101. Principles of Biology 4 credits

Introduction to the science of biology including genetics, evolution, ecology, molecular biology, with special reference to human biology. Lecture and laboratory. For non-majors.

#### +BIOL 103. General Biology I 4 credits

Introductory course required of all biology majors. Basic principles of biology, including molecular and cell biology, genetics, evolution and origin of life. Lecture and laboratory. Lab focuses on experimental design. Prerequisite: High school chemistry. Corequisite: MATH 151 or 171 or higher math.

#### +BIOL 104. General Biology II 4 credits

Continuation of General Biology I. Survey of plant and animal biology, and ecology. Required of all biology majors. Lecture and laboratory. Prerequisites: BIOL 103, MATH 151 or 171 or equivalent.

#### +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 107. Plants and Civilization 3 credits

The use of plants by humans from botanical, economic and cultural perspectives. For non-science majors.

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

**+BIOL 108. Principles of Evolutionary Change** **3 credits**

Introduction to Darwinian evolution and mechanisms generating the diversity of life, and an introduction to human biological and cultural evolution. Lecture and laboratory.

**+BIOL 109. Environmental Science** **4 credits**

Application of basic ecological principles to human environment, including current and future energy sources, population growth and control, pollution, and world food supply. Lecture and laboratory. For non-science majors.

**+BIOL 110. Natural History for Poets** **3 credits**

Students learn local flora and fauna as a tool for understanding basic ecological principles. Lecture and field study. For non-science majors.

**+BIOL 112. Humans and Disease** **3 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 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 150. Career Orientation in the Biological Sciences** **1 credit**

Survey of careers in the sciences, particularly biological sciences and allied health science professions. Weekly discussions with practicing scientists and health professionals. Introduction to career decisions, opportunities, and development. Pass/No Pass only.

**BIOL 202. Human Anatomy and Physiology** **4 credits**

Systems-based introduction to the human body with study of both normal structure and functioning of all human organ systems. Lecture and laboratory. Prerequisite: One of the following: BIOL 101, 103 or 112; CHEM 101, 103 or 105.

**BIOL 203. Cadaver Dissection Lab** **1 credit**

A regional approach to anatomy utilizing human anatomical specimens (cadavers). Students gain knowledge of human anatomy and dissection experience. Competitive enrollment. Applications are due March 1. Pass/No Pass course. Corequisite: BIOL 202. Offered fall semester.

**BIOL 204. Advanced Human Anatomy and Physiology** **4 credits**

Regional-based study of the human body with an emphasis on certain significant regions. A more detailed examination of some bodily systems than in BIOL 202. Survey of clinical applications of some injuries/diseases. Lecture and laboratory. Prerequisite: BIOL 202.

**BIOL 211. Microbiology** **4 credits**

Survey of the microbial world with emphasis on human infectious disease. Laboratory focuses on techniques for the isolation, cultivation, and identification bacteria. Lecture and laboratory. Prerequisites: BIOL 101 or 103 and CHEM 103 or 105.

**+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 151 or passing grade on screening test.

**BIOL 221. Invertebrate Zoology** **4 credits**

Phylogenetic study of invertebrate animals, emphasizing functional morphology and systematics. Laboratory includes dissection and study of representative types. Lecture and laboratory.

## Undergraduate Programs

Prerequisites: BIOL 103, 104.

### **BIOL 231. Vertebrate Zoology** 4 credits

Survey of the natural history and evolution of vertebrates including discussion of major extinct groups. Laboratory includes study of structure of representative vertebrates and experimental work with vertebrate animals. Lecture and laboratory. Prerequisites: BIOL 103, 104.

### **BIOL 241. Plant Taxonomy** 4 credits

Principles of plant classification. Identification of Midwest vascular flora. Prerequisites: BIOL 103, 104.

### **WI-BIOL 300. Biological Literature and Communication** 3 credits

Introduction to literature searching, critical reading and scientific writing in the biological sciences. Required for biology majors. Prerequisites: Sophomore standing, a C or better in ENGL 101, BIOL 103, 104.

### **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 104; CHEM 106, 207, 209; MATH 151 or equivalent.

### **BIOL 302. Embryology** 4 credits

Study of early development of animals, with particular emphasis on amphibian, avian, mammalian and human development. Lecture and laboratory. Prerequisites: BIOL 103, 104.

### **BIOL 303. Genetics** 4 credits

Principles of heredity including classical and molecular genetics. Lecture and laboratory. Prerequisites: BIOL 103, 104; CHEM 105; MATH 151 or equivalent.

### **BIOL 304. Animal Histology** 4 credits

Microscopic study of tissues and organs includ-

ing laboratory techniques involved in preparation of slides. Lecture and laboratory. Prerequisites: BIOL 103, 104.

### **WI-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 103, 104; CHEM 105; MATH 151 or equivalent; STAT 213.

### **BIOL 310. Midwestern Ecosystems** 3 credits

A field-oriented examination of regional ecosystems and how they have changed through geological and historical time. Prerequisites: BIOL 103, 104.

### **BIOL 314. Animal Physiology** 4 credits

Study of mechanisms of animal function. Lecture and lab. Prerequisites: BIOL 103, 104; CHEM 105, 106, 207, 209; MATH 151 or equivalent.

### **BIOL 316. Toxicology** 3 credits

Introduction to nomenclature, principles, and scope of toxicology. Fate and effects of organic and inorganic toxicants in the environment, in animals and in various test systems. Lecture and discussion. Prerequisites: BIOL 103, 104; CHEM 105, 106.

### **BIOL 321. Special Topics in Field Biology and Ecology** 2-3 credits

Extended field investigations of major world biomes. Two-week field trip required. Prerequisites: One semester of college-level biology and permission of instructor.

### **BIOL 323. Special Topics** 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 mod-

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

ern molecular biology laboratory. Prerequisites: BIOL 103, 104, 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: Two of the following: BIOL 301, 303, 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 permission of the internship director.

**BIOL 401, 402. Biological Research** **1–3 credits**

Investigation of specific research problem. Prerequisites: Consent of advisor and instructor.

## Business

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: General Business, Economics, Finance, International Business, Management, or Marketing.

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

### CORE COURSES

**Requirements for a Bachelor of Arts for all (Non-Teaching) Majors in General Business, Economics, Finance, International Business, Management, and Marketing:** ACCT 201, 202; BUS 201; ECON 201, 202; FNCE 300; MATH

151 or 161; MGMT 310, 349; MKTG 309; PHIL 305; STBE 337.

### ADDITIONAL MAJOR REQUIREMENTS

Beyond the common core courses, students must complete additional requirements to earn one of the following non-teaching majors:

**Requirements for a General Business Major:**

MGMT 320, 332; FNCE 301, 401; one of the following: MKTG 328, ECON 321 or 331.

**Requirements for an Economics Major:** An additional 18 hours of economics above ECON 201, 202 including ECON 312, 313.

**Requirements for a Finance Major:** FNCE 301, 302; and complete a concentration in one of the following: Financial Institutions, Corporate, or Financial Economics.

**Financial Institutions Concentration:**

FNCE/ECON 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.

**Financial Economics Concentration:** ECON 312, 313; two of the following: FNCE/ECON 402, 403 or 492; any two 300 level Economics course. Must also have taken MATH 191 and ECON 447. This sequence will earn majors in both economics and finance.

**Requirements for an International Business**

**Major:** INTL 370, 377, 399; two of the following: INTL 322, 372 or ECON 331; one of the following: HIST 220, 225, 230, 235 or 338; one of the following: PSCI 309, 313 or 316; foreign language competence through 302-level.

**Requirements for a Management Major:**

MGMT 320, 332; STBE 333; two of the following: MGMT 316, 325, 337, 338 or 399.

## Undergraduate Programs

### **Requirements for a Marketing Major:**

MKTG 328, 347, 348; two of the following:  
MKTG 311, 322, 330, 398.

### **TEACHING MAJOR REQUIREMENTS**

#### **Requirements for a General Business Education**

**Teaching Major (7-12):** ACCT 201, 202; STBE 337; BUS 301, 302; FNCE 300; MKTG 309; MGMT 310, 349; ECON 201, 202; CSCI 205; EDUC 205/207 (B or better), 284, 300, 301, 305, 308, 309, 336, 342, 419; SPED 310; U.S. history or government. 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.

#### **Requirements for an Economics Teaching Major**

**(7-12):** 27 semester hours including ECON 201, 202, 312, 313; STBE 337; MGMT 349; nine semester credits in economic electives.

See Education Department section for education courses, teaching major and student teaching requirements.

### **MINORS**

#### **Requirements for a General Business Teaching**

**Minor (7-12):** ACCT 201, 202; BUS 201; STBE 337; MGMT 310; CSCI 205; EDUC 342. Education courses required for teaching are found in the Education Department section.

**Requirements for an Economics Minor:** ACCT 201, 202; STBE 337; ECON 201, 202; twelve additional credits in 300-level or higher economics.

**Requirements for a Finance Minor:** ACCT 201, 202; STBE 337; ECON 201, 202; FNCE 300, 301, 302; three of the following: FNCE 401, 491 or FNCE/ECON 402, 403, 492.

### **Requirements for a Management Minor:**

MGMT 310, 320, 332; one of the following:  
MGMT 316, 325, 337, 338, 399 or INTL 372.

**Requirements for a Marketing Minor (for non-business majors):** MKTG 309, 348; three of the following: MKTG 311, 328, 322, 330, 347 or ECON 202.

### **Requirements for a Business Marketing and Management Teaching Minor (7-12):**

MKTG 309, 348; MGMT 310, 316; 12 credits of economics electives including ECON 202. Education courses required for teaching are found in the Education Department section.

## Course Descriptions

### **BUSINESS COURSES**

#### **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. Prerequisite: Sophomore standing or above.

#### **BUS 301. Business Law I**

**3 credits**

A fundamental examination of the business aspects of law relating to the legal environment of business, contracts, agency, sales and commercial paper. Prerequisite: Sophomore standing or above.

#### **BUS 302. Business Law II**

**3 credits**

A continuation of BUS 301, dealing with the law of partnership, corporation, debtor and creditor relations, regulation of business, property, trusts, wills and insurance.

#### **BUS 341. Internship in Business**

**3-6 credits**

Competitive placement with selected businesses and non-profit agencies. Prerequisite: Junior or senior standing.

#### **BUS 345. Independent Studies**

**3 credits**

Available for credit in economics or business administration. Approval requested through department chair.

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

**ECONOMICS COURSES****+ECON 101. Economics Survey 3 credits**

Provides the student with a survey of the primary insights of economic theory, including national income accounting, income determination, unemployment, inflation, monetary policies.

Interconnection between government, business and individuals including practical applications for living in a market economy will be explored.

**+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, Banking and Financial Institutions 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.

**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 com-

peting alternatives, and evaluating and criticizing economic controls of government over prices and production. Prerequisites: ECON 201 and 202.

**ECON 314. History of Economic Thought 3 credits**

Survey of economic thought from Plato and Aristotle to present days. Emphasis on Middle Ages, Mercantilists and Physiocrats, Adam Smith, Malthus, Ricardo, Mills, Marx, Austrian school and Marshall. Prerequisites: ECON 201 and 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 and 313 or permission of instructor.

**ECON 323. Public Finance 3 credits**

Theory of public goods, externalities, distribution of income, fiscal politics, public expenditure evaluation, efficient pricing, taxation, welfare, inter-governmental grants. Prerequisites: ECON 201, 202.

**ECON 325. Urban and Regional Economics 3 credits**

Economic theories of the nature and function of cities, with emphasis on theory of location; theory of urban and regional planning in a market economy; examination of selected problems such as housing, land-use, transportation, urban history, regional development and fiscal federalism. Prerequisites: ECON 201, 202.

**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. Prerequisite: ECON 202.

**ECON 329. Economic Development and**

## Undergraduate Programs

### **Growth** **3 credits**

Theory of growth and development; agricultural development, costs and benefits of industrialization, domestic/foreign resources for development, industrialization and trade policy and development planning. Prerequisites: ECON 201, 202 and 312 or permission of instructor.

### **ECON 331. International Economics** **3 credits**

Theory of international trade, government policy and trade restrictions; foreign exchange and balance of payments; trade policy and developing countries; regional trade integration; and the international monetary system. 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 recommended, but required only for majors.

### **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.

## **FINANCE COURSES**

### **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. Prerequisite: Sophomore standing.

### **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. Prerequisite: 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

+ = Applicable toward general education degree requirements  
WI = Writing intensive course



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. Prerequisite: FNCE 300.

**FNCE 316/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. Prerequisite: 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. Prerequisite: FNCE 301.

**FNCE/ECON 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 (derivative instruments and arbitrage-based strategies will be surveyed). Prerequisite: FNCE 302.

**FNCE 403/ECON 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. Prerequisite: 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. Corequisite: FNCE 401.

**FNCE 492/ECON 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. Corequisite: FNCE 402.

**INTERNATIONAL BUSINESS COURSES**

**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 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**

Introduction to the fundamentals of international management. Addresses the challenges of doing business internationally including cultural dimensions, the strategic and structural issues, and human resources issues. Prerequisite: MGMT 310.

**INTL 377. International Business**

**Environment 3 credits**

Reviews the historical causes of differences in national environments, as well as geographic, religious, cultural, political, and economic influences on current business environment.

**INTL 399. Topics in International**

**Business 3 credits**

Selected topics on various themes. Students may repeat course on a different topic.

**MANAGEMENT COURSES**

**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.

**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. Prerequisite: MGMT 310 or permission of instructor.

**MGMT 332. Organizational Theory and**

**Behavior 3 credits**

Concentrates on individual processes, inter-personal and group processes, organizational processes and design and organizational changes. Prerequisite: MGMT 310 or permission of instructor

**MGMT 336. Mediation 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 337. Gender in Organizations 3 credits**

Explores the impact of gender issues on personal and organizational effectiveness from a leadership and management perspective.

**MGMT 338. Diversity in the**

**Workplace 3 credits**

Explores the impact of cultural diversity on personal and organizational effectiveness from a

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

leadership and management perspective. Examines the importance of appreciation for cultural diversity for the global manager.

**WI-MGMT 349. Strategic Management and 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, integrating course in the business core for all seniors. Senior standing.

**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 COURSES**

**MKTG 309. 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 affects 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. Prerequisite: ECON 202.

**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. Prerequisite: MKTG 309 or instructor permission.

**MKTG/INTL 322. International Marketing** **3 credits**

As businesses and economies expand into a glob-

al marketplace, traditional western ideas of marketing must be expanded. Survey of international marketing theories and activities. Prerequisite: MKTG 309.

**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: STBE 337; MKTG 309; or approval of department chair.

**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.

**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. Prerequisite: MKTG 309.

**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.

**MKTG 398. Topics in Marketing** **3 credits**

Selected topics, announced as offered, covering various themes. Students may repeat course if on a different topic.

**STATISTICS**

**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. Prerequisite: STBE 337.

### **STBE 337. 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: MATH 151, ECON 201.

### **STBE/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, MATH 151 and STBE 337.

## Business Administration (ACCEL) Accounting

### **Program Delivery Format**

The Bachelor of Business Administration (BBA) and Bachelor of Business Administration in Accounting are offered through ACCEL’s accelerated degree completion program. The BBA pro-

vides provides a broad foundation in liberal arts and sciences and introduce students to a wide variety of business concepts.

For more information about ACCEL, see the General Information section.

### **Admission Information**

ACCEL programs are open to mature, adult students who have at least three years of work experience and a minimum of 24 transferable semester hours of college credits with a 2.0 GPA on a 4.0 scale.

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

### **General Education Requirements**

**Skills** (12–13 cr) all courses required: ENGL 101; MATH 151 or 161; COMM 329; IL 101; KIN 149; KIN 206 or other Kinesiology course.

**Foreign Language or Multicultural Course** complete: the foreign language requirement; or an International Studies or Foreign Language course; or a course from the following list: ENGL 221; GEOG 205; HIST 220, 225, 230, 235, 342, 366; SOC 210; WMST 315.

**Humanities** (11–12 cr) select one of the following: PHIL 101, 201, 207, 208, 210, 217; select one of the following: THEO 101, 201, 202, 215, 219, 240, 250, 345, 346; select one course from two of the following departments: History, English, International Studies, Art, Music, Theatre or Women’s Studies courses.

**Creative Arts** (2–3 cr) from the Humanities or Creative Arts general education categories select: one Art, Music or Theatre course. This course may be used to satisfy humanities requirements.

**Social Sciences** (3 cr) from the Social Sciences general education category select: Psyc 105 or 201.

**Natural Sciences** (3–4 cr) from the Natural Sciences general education category select: one course.

**Philosophy, Theology, or Catholic Studies** (6 cr) from the Humanities general education category select: two Philosophy, Theology or Catholic

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

Studies courses, with at least one at the 300 level. **Multidisciplinary Study** select one of the following three options:

**Option A** (9–10 cr) Complete: from the Humanities general education category one additional course from a department other than Philosophy, Theology, or Catholic Studies; and from the Social Sciences general education category complete, one additional course; and from the Natural Sciences general education category, complete one additional course.

**OR**

**Option B** Complete an Interdisciplinary Minor of at least 15 credits.

**OR**

**Option C** Complete a second major in any Department of the College of Arts and Sciences or in Economics.

Refer to “Courses that Meet General Education Requirements of the 2007-2009 Catalog” in the Degree Information section for more information.

**Requirements for a BBA:** ACCT 201, 202; BUS 201; ECON 201, 202; ENGL 315; FNCE 300; INTL 221, 372 or other international business course; MATH 151 or 161; MGMT 310, 320, 332, 349; MKTG 309; PHIL 305; STBE 337.

**Requirements for a BA Minor** (27 credits)

ACCT 201, 202; ECON 201 or 202; FNCE 300; INTL 221, 372 or other international business course; MATH 151 or 161; MGMT 310; MKTG 309; STBE 337; 3 credits of Business, Economics, Finance, Management or Marketing at the 300/400 level.

**Requirements for a BBA/Accounting Major**

**Core Courses:** ACCT 201, 202, 301, 302, 304, 305, 307, 309, 312; BUS 201; ECON 201, 202; ENGL 315; INTL 221; MATH 151 or 161; STBE 337. Select 6 credits from ACCT 306, 310, 314, 401, 402. Select 6 credits from CSCI 150; ECON 307, 312, 313; FNCE 300, 301; INTL 372; MKTG 309, 322; MGMT 310, 332.

## 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.

Students pursuing a Catholic Studies minor must select a mentor from members of the Catholic Studies Advisory Committee, who will guide and direct the student in selecting courses. Students who wish to substitute courses for ones listed must have the approval of the Director.

**Requirements for an Interdisciplinary Minor in**

**Catholic Studies:** A minimum of 19 semester credits, including CATH 201, 301; SVLN 201; one course from THEO 307, 308. Students should select nine semester credits from the following: ART 354; HIST 245, 317, 319; MUS 310; PHIL 343, 360; THEO 202, 215, 219, 302, 313, 362.

**Entry procedure for Catholic Studies Minor:** A course of study should be worked out with an advisor. This will be submitted to the Catholic Studies program director for approval.

Course Descriptions

**+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. Prerequisite: One 100- or 200-level

theology course or instructor permission.

**CATH 301. Catholic Studies Seminar 3 credits**

Provides an opportunity for scholarly research and writing in an interdisciplinary setting.

Prerequisite: CATH 201 and six credits in the minor, or instructor permission.

## Chemistry

The goal of the Chemistry Department is to educate majors to be sufficiently knowledgeable and adaptable to compete successfully in chemistry or medical graduate programs, to assume appropriate responsibilities as industrial chemists, and 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. The department has a wide range of chemical instrumentation, such as FTNMR, FTIR, GC-MS, HPLC, and Diode-array UV-VIS, to allow you important hands-on training in these modern chemical analysis methods.

**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 203 and 204 or 251 and 253; and MATH 191, 192.

**Requirements for a Bachelor of Science Degree with a Major in Chemistry:** 44 or 45 semester credits in chemistry including CHEM 105, 106, 110, 150, 207, 208, 209, 210, 301, 303, 313, 314, 321, 350, 428 or 440, and one elective from 319 or 333; PHYS 251, 253; and MATH 191, 192. Recommended courses: MATH 290 or 291.

**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 203 and 204 or 251 and 253; 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 Bachelor of Arts with 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; BIOL 103, 104, 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 Teaching Minor in Chemistry:**

25 semester credits of chemistry, including CHEM 105, 106, 110, 207, 208, 209, 210, 301, and 303 or 333.

**Requirements for a Non-Teaching Minor in Chemistry:**

20 semester credits of chemistry including CHEM 105, 106, 207, 209, and eight elective credits chosen from CHEM 110 or other chemistry courses at the 200-level or above.

### Course Descriptions

**+CHEM 102. History of Chemistry 3 credits**

A historical look at the great discoveries of chemistry from the early alchemists to modern chemists. Students will duplicate the great laboratory experiments of such chemists as Black and Lavoisier. For non-science majors. Lecture and laboratory.

**+CHEM 103. Principles of Chemistry 4 credits**

Survey of concepts and applications for students in health-related (nursing and occupational therapy) and industrial engineering majors. Topics selected from inorganic, organic and biological chemistry. Lecture and laboratory. Prerequisite: MATH 131.

**+CHEM 105. General Chemistry I 4 credits**

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

Introductory course required of all chemistry, biology, criminalistics, physics and engineering majors. Basic principles and terminology including atomic and molecular structure, nature of chemical bonds, states of matter and reaction stoichiometry. Lecture and laboratory. Prerequisite or corequisite: MATH 151.

**+CHEM 106. General Chemistry II**      **4 credits**  
Continuation of CHEM 105. Topics include kinetics, equilibria, thermodynamics, electrochemistry, nuclear chemistry, acid-base chemistry and topics in descriptive chemistry of metals, non-metals and organics. Lecture and laboratory. Prerequisite: CHEM 105.

**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. Prerequisite: 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. Prerequisite: Chemistry 105. Graded 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. Prerequisite: 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. Prerequisite: 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. Prerequisite or corequisite: 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. Prerequisite: CHEM 209.

**CHEM 301. Quantitative Inorganic Analysis**      **4 credits**  
Study of the theory of chemical equilibria as it applies to gravimetric and volumetric analysis. Laboratory experience with basic quantitative techniques, including statistical methods of data analysis, is included. Lecture and laboratory. Offered alternate years. Co- or prerequisite: CHEM 207.

## Undergraduate Programs

### **CHEM 303. Instrumental Analysis** 4 credits

Basic theory, operation, and application of techniques of instrumental chemical analysis. Includes spectroscopy, chromatography, and electroanalytical methods. Lecture and laboratory. Offered alternate years. Prerequisite: CHEM 301.

### **CHEM 313, 314. Physical Chemistry I and II** 4 credits

Principles and applications of theoretical chemistry including thermodynamics, quantum mechanics and kinetics. Lecture and laboratory. Offered alternate years. Prerequisites: CHEM 106, PHYS 204 or 251, and MATH 192.

### **CHEM 319. General Biochemistry** 4 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. The lab provides experience with macromolecular separation and characterization. Lecture and laboratory. Prerequisite: CHEM 207.

### **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: CHEM 207, 209.

### **WI-CHEM 350. Introduction to Chemical Literature and Writing** 2 credits

Introduction to literature searching, critical read-

ing, and scientific writing. Required of all majors. Prerequisite: CHEM 106.

### **CHEM 428, 429. Chemical Research** 1 credit

Study of a research problem in current chemistry. One hour conference and two three-hour laboratory sessions per week. Prerequisite: Instructor permission.

### **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. Prerequisite: Instructor permission.

## Communication

### **Journalism Major**

**Core Requirements:** 12 credit hours including COMM 225, 230, 305, 432.

**Concentration Requirements:** 19 credit hours including COMM 224, 331, 332, 334, 337, 354.

**Electives:** Three credit hours from COMM 323, 338, 360; ENGL 216, 320, 321.

### **Radio/TV Major**

**Core Requirements:** 15 credit hours including COMM 225, 230, 232, 305, 432.

**Concentration Requirements:** Select one of the following:

**Production Concentration:** COMM 224, 323, 334, 337, 338, 339, 435.

**Management Concentration:** COMM 224, 337, 339, 435; MGMT 310, 320, 332.

### **Media Studies Major**

**Core Requirements:** 15 credit hours including COMM 225, 230, 232, 305, 432.

**Concentration Requirements:** 21 credit hours including COMM 240, 306, 326, 331; STAT 213; SOC 314 or 315.

**Electives:** One of the following PSCI 103; THTR 210; ENGL 240. Two of the following ART 231; PSY 306, 314, 331; PSCI 325.

+ = Applicable toward general education degree requirements  
WI = Writing intensive course



## **Public Relations and Marketing Communication Major**

**Core Theory Requirements:** 15 credit hours including COMM 232, 240, 305; MKTG 309, 311.

**Research, Writing and Skills Requirements:** 18 credit hours including COMM 225, 230, 251, 329, 331, 353.

**Capstone:** COMM 405.

**Electives:** 12 credit hours. Courses chosen must be from one of the following areas.

Visual/Graphic Production: COMM 224, 337; ART 205, 231, 233.

Media Relations: COMM 323, 328, 334, 432; ENGL 216, 321.

Business Communication: COMM 203, 306, 326, 327; MKTG 330, 347, 348.

### **Requirements for a Minor in Communication**

**Studies:** COMM 101 or 110, 203, 306, 328, 329.

### **Requirements for a Minor in Broadcast**

**Journalism:** COMM 224, 230, 334, 337, 232 or 432.

### **Requirements for a Minor in Journalism:**

COMM 225, 230, 331, 332, 232 or 432.

### **Requirements for a Minor Radio/TV:** COMM

224, 232, 323 or 230, 337, 339.

### **Requirements for a Minor in Public Relations:**

COMM 240, 230, 251, 353, 432 or 232.

**A minimum grade of “C” is required of all major coursework.**

Course Descriptions

**+COMM 101. Principles of Public Speaking** **3 credits**  
Beginning course in public speaking, emphasizing choice and organization of material, audience analysis, oral style of delivery. Extemporaneous method stressed.

**+COMM 110. Basic Human Communication** **3 credits**

Introduction to the basic skills of oral communication. Study of basic communication theory in interpersonal, small group, and public speaking contexts. Students will apply these theories and skills in formal speeches, classroom projects, and assignments.

**+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.

**COMM 225. Desktop Communication** **3 credits**

Introduction to 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 web-site creation.

**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. Prerequisite: ENGL 101.

**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 205, 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. Prerequisite: 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. Prerequisite: COMM 232.

**WI-COMM 306. Group Communication and Decision-Making 3 credits**

Introduction to the process of decision-making in a small group setting. Emphasis is on understanding how the dynamics of a small group influence decision-making. Activities focus on the use of a reflective thinking pattern to reach satisfactory decisions. Use of a style manual for writing reports and reactions is emphasized.

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

**COMM 323. Writing Advertising Copy 3 credits**

Course in planning and writing advertisements for print, broadcast and other media. Stresses information gathering, persuasive writing, and integration of verbal and nonverbal elements of the message.

**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. Prerequisite: Admission to Teacher Education.

**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 328. Argumentation and Advocacy 3 credits**

Basic principles of argumentation. Problem-solving through evidence, reasoning and persuasion. Classroom debate on topics of current interest.

**+COMM 329. Business and Professional Speaking 3 credits**

Principles and strategies of presentational speak-

ing 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. Prerequisite: Sophomore status or Instructor permission. Recommended: COMM 101 or prior public speaking experience.

**COMM 331. Advanced Media Writing 3 credits**  
Experience in beat reporting, exploration of depth reporting and features, editing, headline writing and page layout. Prerequisite: COMM 230.

**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. Prerequisite: Instructor permission.

**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 230.

**COMM 337. Television Practicum I 3 credits**  
Students work on TV-11 programs, especially weekly *Dateline* 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. Prerequisite: COMM 224.

**COMM 338. Television Practicum II 3 credits**  
Advanced practical experience in studio and remote programs produced by TV-11. Students work as floor directors, camera operators, news

photographers, announcers, tape 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.

**COMM 353. Public Relations Cases and Research 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. Prerequisite: COMM 240.

**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. Prerequisite: COMM 334.

**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 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. Prerequisite: Instructor permission.

**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. Prerequisite: Instructor permission.

**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 resume 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. Prerequisite: Instructor permission, approval by department chair.

**WI-COMM 405. Communication Capstone** **3 credits**

Capstone course provides extensive practice in researching, planning, communicating with publics, and evaluating a communication campaign. Students produce a communication plan and accompanying creative samples to provide a practical application of theories. Prerequisites: COMM 225, 240, 251.

**COMM 432. Communication 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. Prerequisite: Junior/Senior status.

**COMM 435. 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. Final projects will be used as a means for the practical application of the theories studies. Prerequisite: Junior/Senior status.

## Computer and Information Sciences

**Requirements for a Bachelor of Science with a Major in Computer Science:** CSCI 180, 195, 270, 295, 310, 320, 360, 393, 400, 410, 435; MATH 191; two courses from: CSCI 430, 480 or 490; one course from: CSCI 420, 450, 470, 499; one course selected from: MATH 290, 300.

**Requirements for a Bachelor of Arts with a Major in Computer Investigations and Criminal Justice:** CSCI 210, 270, 375, 415, 420, 425, 435; Criminal Justice Component: CRJU 101, 102, 221, 241, 342, 400, 407, 411. Electives, select two of the following courses: CSCI 185, 450, 480, 490, 499, CRJU 421.

**Requirements for a Bachelor of Arts with a Major in Computer Information Systems:** CSCI 195, 210, 270, 275, 295, 300, 360, 390, 435; and one CSCI elective at the 300 level or above; Math/Statistics Component: MATH 151 or 161, STBE 333, 337; one class from ENGL 315 or COMM 326, 327. Business Component: ACCT 201, 202; ECON 201, 202; FNCE 300; MKTG 309; MGMT 310; or approved COB minor.

**Requirements for Bachelor of Arts with a Major in Computer Network Administration:** Computer Component: CSCI 185, 210, 270, 420, 435, 470, 475; two courses selected from: CSCI 415, 450 (may be repeated with different topic), 499.

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

Communication Component: COMM 326; select three of the following courses: COMM 203, 306, 327; ENGL 218, 315. Business Component: WIMGMT 310.

**Requirements for a Minor in Computer Network Administration** (24 credits): Computer Component: CSCI 210, 270; two courses selected from: CSCI 185, 420, 450, or 470.

Communication Component: COMM 326; two courses selected from: COMM 203, 306, ENGL 315. Business Component: MGMT 310.

**Requirement for a Minor in Computer Science** (24 credits): CSCI 180, 195, 270, 295, 310, 320, 360; and one CSCI elective at the 300 level or above.

**Requirement for a Minor in Computer Information Systems** (21 credits): CSCI 195, 210, 270, 300, 360, 435; and a second programming course. (Computer Science majors excluded.)

**Requirement for a Minor in Computer and Network Investigations** (24 credits): CSCI 210, 270, 375, 415, 420, 425, 435; and one course selected from: CSCI 185, 450, 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.

## Course Descriptions

**CSCI 120. Introduction to Computer Science** **3 credits**  
Survey of computer systems, the role of the computer in different disciplines. Applications covered include an office suite (word processing, spreadsheet, and database), web browsing, and Internet research).

**CSCI 180. Discrete Structures** **3 credits**  
Introduction to discrete mathematics as it is used in computer science. Topics include functions, relations, sets, propositional and predicate logic,

simple circuit logic, proof techniques, elementary combinatorics and discrete probability.

**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. A variety of script languages and platforms will be introduced.

**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, as well as debugging techniques and the social implications of computing. 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 210. Computer Systems** **3 credits**  
Understanding of hardware and software components that comprise modern computer systems. Relationship between hardware and software as the foundation of efficient computer systems. Elementary concepts of computer architecture and its constraints on efficient system operations. Operation system alternatives and capabilities in regard to ability to manage underlying systems resources.

**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 275. Visual Basic** **3 credits**  
Teaches students with some programming experience how to create sophisticated Visual Basic-

windows/web based applications designed to solve business problems. Students build applications on the strengths of Graphical User Interfaces, access databases, use Object-Oriented programming techniques for application integration, and development using a multi-tier architecture is emphasized. Prerequisite: CSCI 195.

### **CSCI 295. Object-Oriented Programming II** **3 credits**

Addresses advanced concepts in the methodology of programming from an object-oriented perspective through the study of object design, this course also introduces the basic of human-computer interfaces, graphics and the social implications of computing, with an emphasis on software engineering. Prerequisite: 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. Prerequisite: CSCI 360.

### **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. Prerequisite: CSCI 295, MATH 095 or high school equivalency or appropriate placement.

### **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, multi-processing. Prerequisite: CSCI 180, 310.

### **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. Prerequisite: CSCI 195.

### **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. Prerequisite: CSCI 270.

### **CSCI 390. Application Programming in COBOL** **3 credits**

A structured programming course in developing programmed solutions to common business problems emphasizing searching, sorting, sequential files and indexed files access, database access, and processing tables and arrays. Prerequisite: CSCI 275 or 295.

### **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 (divide and conquer, dynamic programming, greedy) asymptotic complexity bounds, recursion relationships, search and sort algorithms, searching, basic graph algorithms, and NP-completeness.

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

Prerequisites: CSCI 180, 310.

**CSCI 400. Programming Language Concepts** **3 credits**

Study of theoretical aspects of programming languages. Topics include general syntax and semantics, axiomatic semantics, abstract data types, concurrency, controls, functions, parameter passing, and object-oriented design. Imperative, Functional and Logic programming paradigms will be explored. Prerequisites: CSCI 180, 310.

**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. Prerequisites: CSCI 180, 310.

**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. Prerequisite: CSCI 270.

**CSCI 420. TCP/IP and Internet Management.** **3 credits**

A study of the Transmission Control Protocol/Internet Protocol (TCP/IP) suite and its services. Topics include TCP/IP services management, HTML, CGI, ftp/telnet, firewalls, routing, Domain Name Service, subnetting, and Internet security. TCP/IP services will be installed and configured. Prerequisite: CSCI 270.

**CSCI 425. Computer Forensics** **3 credits**

An introduction to computer forensics including: investigative methods and evidence collecting techniques appropriate for detailed and analysis of storage media. Students participate in hands-on work with comprised systems and case studies

of data storage images. Prerequisite: CSCI 270.

**CSCI 430. Artificial Intelligence** **3 credits**

Explores artificial intelligence. Topics include search and constraint satisfaction, knowledge representation and reasoning (propositional and predicate calculus, inference and resolution), machine learning, natural language processing, perception, and robotics. programming projects using AI languages such as Prolog and LISP. Prerequisites: CSCI 180, 310.

**WI-CSCI 435. Legal and Ethical Issues in Computing** **3 credits**

Explores legal, ethical and social implications of computing from computing professional's point of view. Examines ethical theory in the context of computing, ethical codes for computing professionals, and current law and court precedents pertaining to ownership 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. Prerequisite: Junior or senior standing.

**CSCI 450. Network Operating System Topics** **3 credits**

Experience designing, installing and managing a computer network using a current Network Operation System. May include Windows server, Cisco routing and UNIX. Course may be repeated for credit as long as the topic is not repeated. Prerequisite: CSCI 270.

**CSCI 460/560. 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 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. Prerequisite: 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. Prerequisite: Senior standing in CNA major.

**CSCI 480. Topics in Computer Science** **1-3 credits**

Selected topics in computer science. May be repeated. Prerequisites: Junior or senior standing and instructor permission.

**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. Prerequisite: Departmental approval.

**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 resume and participate in 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. Prerequisite: Departmental approval.

## Cooperative Education

### Course Description

**COOP 404. Cooperative Education** **1-3 credits**

Practical work experience or training under professional supervision for all majors. Pass/No Pass course. Prerequisites: 2.0 cumulative GPA, pursuing a designated program of study, meet employer requirements, sophomore standing at St. Ambrose or meet departmental requirements.

## Criminal Justice

The Criminal Justice program at St. Ambrose University provides students with a broad-based course of study designed to provide them with the knowledge and skills necessary for employment in criminal justice and related fields. The program offers courses in law enforcement, corrections, criminological theory, juvenile justice, crime prevention and security, and research methods and statistics. The various electives available are designed to broaden the student's knowledge in the field and challenge them to develop intellectually. In addition, the Criminal Justice Bachelor of Arts program and the Master of Criminal Justice program are highly integrated. This enables students desiring to continue their education the opportunity to complete their master's degree in one additional year.

**Requirements for a Major in Criminal Justice:** 54 credits in criminal justice including

**Foundation Courses** (15 credits): CRJU 101, 102, 231, 400, 411.

**Core Courses** (24 credits): CRJU 221, 250, 316, 407, 421, 430, 431.

**Justice Subsystems** (9 credits): Complete three courses from the following: CRJU 241, 303, 313, 314, 340, 342.

**Electives** (6 credits) from the following: CRJU 402, 403, 410, 432, 487, 499; PSYC 321, 325; SOC 220, 235, 342; or courses from the justice sub-systems not chosen.

+ = Applicable toward general education degree requirements  
WI = Writing intensive course



**Requirements for a B. S. Major in Criminalistics:**

52 credits in criminal justice including

**Criminal Justice Courses** (20 credits): CRJU 101, 221, 342, WI-407, 420, 421. Additional recommended course, CRJU 303.

**Biology Courses** (8 credits): BIOL 120, 202

**Chemistry Courses** (20 credits): CHEM 105, 106, 207, 209, 301, 303.

**Physics Courses** (4 credits): PHYS 203

**Requirements for a Minor in Criminal Justice:** 21 semester credits including CRJU 101, 102, 231, 241, 316, 400, 407.

Course Descriptions

**+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.

**CRJU 221. Criminal Law and Procedure**

**3 credits**

Examines the goals and purposes of American criminal law. Explores elements of crime, criminal defenses, rules of law regarding police procedures such as searches, seizures, interrogations, and testimony.

**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. Prerequisite: CRJU 101.

**CRJU 241. Crime Prevention Strategies**

**3 credits**

Crime opportunity reduction with emphasis on the development and implementation of crime prevention strategies, the role of crime prevention specialists in policing and private security, the use of security devices and procedures and crime risk reduction through environmental design.

Prerequisite: 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. Prerequisite: CRJU 101.

**CRJU 300. Theoretical Concept/**

**Criminology**

**3 credits**

Reviews the theories of crime causation with an emphasis on the interaction between theory and program implementation. Will examine the use of official and unofficial statistics in assessing the prevalence of criminal behavior, types of crimes committed and demographics of persons involved in criminal behavior. Will discuss the disjunction between the public perception of criminal behavior and the reality of criminal behavior.

Prerequisite: 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. Prerequisite: CRJU 101.

**CRJU 312. Special Issues in**

**Corrections**

**3 credits**

Course will review issues facing the staff of correctional programs at the institutional and com-

## Undergraduate Programs

munity level. Types of issues discussed include special needs offenders, decreased funding for mental health programs contributes to prisons becoming mental health centers by default, and chemical dependencies of inmates has changed due to the increase usage of methamphetamine. Prerequisite: CRJU 101.

### **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. Prerequisite: 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 presenting investigation and examination of innovations in community-based correctional alternatives. Prerequisite: 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. Prerequisite: CRJU 101 or SOC 101.

### **CRJU 340. Public and Private Security** 3 credits

The purpose of this course is to understand the relationship between public and private security through the examination of historical developments, organizational structures, trends, goals, and ramifications of social and economic forces as they relate to the security industry. Prerequisite: CRJU 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.

Prerequisite: 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; 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.

### **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

A capstone seminar focusing on analysis and evaluation of current practice, with emphasis on ethical and operational issues confronting the criminal justice practitioner. Prerequisite: 12 criminal justice credits including CRJU 316, or instructor consent.

### **CRJU 410. Crime Policy Analysis** 3 credits

Examines the development and implementation of crime policy from a political, institutional, and

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

administrative perspective. Application of political theories and policy analysis research techniques to better understanding and improving crime policy. Prerequisite: 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. Prerequisite: Senior standing or instructor's permission.

**CRJU 420. Applied Forensics Theory** **2 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.

**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.

**CRJU 430. Criminal Justice Statistics and Methods** **3 credits**

Introduces criminal justice majors to the methodology and statistics used to explore and explain 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 are explored. Prerequisites: CRJU 101, 102, 400.

**CRJU 431. 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 applica-

tion of the foundations of good research. Prerequisites: CRJU 101, 102, 400.

**CRJU 432. Organized and White-Collar Crime** **3 credits**

Discusses the structure and environment of organized and white-collar crime. It provides a 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. Prerequisite: Junior standing.

**CRJU 487. Race, Gender, and Class Criminal Justice** **3 credits**

Designed to examine and address the stereotypes surrounding the issues of race and class and their impact on the criminal justice system. Specifically, it will discuss how race, gender, and class influence the decision-making process from arrest through sentencing. Prerequisite: CRJU 101.

**CRJU 499. Comparative Justice Systems** **3 credits**

Examines the four justice traditions covering most of the worlds legal systems. These include the Common, Civil, Socialist and Islamic traditions. Justice systems of countries representative of each tradition will be examined. Prerequisite: CRJU 101.

## Economics

See Business

## Education

The Teacher Education program includes areas of study necessary to prepare competent and professional classroom teachers, and is approved by the Iowa Department of Education.

### Mission Statement

As a department within an independent, diocesan, Catholic institution of higher learning com-

## Undergraduate Programs

mitted 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 candidates seeking certification in Elementary and Early Childhood Education to pass Praxis II (Test 00011 or Test 00014) for licensure. For candidates graduating before September 1, 2007, the following qualifying scores must be attained: Test 0011, score of 136; Test 0014, score of 131. For candidates graduating after September 1, 2007, the following scores must be attained: Test 0011, score of 150; Test 0014, score 142.

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 in order to com-

plete 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.

Elementary and Secondary education majors including K-12 art, music, and physical education are guided by Danielson's Components of Professional Practice (1996). There are 22 competencies (objectives) from 4 Domains (Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities) that must be met.

Early Childhood Education majors are guided by the State of Iowa Standards for Early Childhood Education. There are 6 competencies (Child growth and development, Developmentally appropriate learning environment and curriculum implementation, Health, safety and nutrition, Family and community collaboration, Professionalism, and Pre-student teaching field experiences) for Early Childhood majors with 35 sub-competencies that must be met.

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 following requirements are met:

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. Submit a completed program evaluation.
5. Pass C-Base examination.
6. Complete 70 hours in Field Experience or provide verification indicating completion of required field hours through Orientation to Teaching.

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

7. Receive a grade of “B” or above in Field Experience or Orientation to Teaching.
8. Submit 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 enrolled in Field Experience or Orientation to Teaching and the following semester. Full admission will be granted if all coursework for the preceding two semesters 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.

### **College Basic Academic Subjects 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 College Basic Academics Subjects Examination (C-BASE). Candidates are allowed a maximum of three attempts at C-BASE while enrolled as students at St. Ambrose. If a candidate does not pass C-BASE on the first attempt, he or she must communicate with the TEP Assessment Coordinator to develop a plan of remediation.

### **Composition of C-BASE Test**

Subject: English-Sub-sections: Reading, literature, writing

Subject: Mathematics-Sub-sections: General mathematics, algebra, geometry.

The total test, including time for instructions and a short break, requires approximately 150 minutes.

### **Passing Scores**

Potential scores may range from 40–560.

Entrance to the Teacher Education program requires the following scores:

- Overall English 235
- Overall Mathematics 235
- Writing sub-section 235

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

1. 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. 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 *D* or *F* are not acceptable.
3. Complete an approved portfolio before recommendation for licensure.

A student 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 Teacher Education Program’s Assessment Coordinator and be processed one semester before the start of the student teaching semester.

### **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. All students who wish to student teach in grades PK–12 during the following school year must attend a mandatory meeting in

## Undergraduate Programs

early November and apply by November 15. The student teaching application and forms are located on the education website.

2. Student teachers are assigned by the Teacher Education program to public or private agencies or schools in the Quad City area.
3. The length of assignment is all day, every day, for one entire semester. Students earn 12 to 15 semester credits.
4. Applicants seeking licensure in art, music or physical education are assigned at two elementary and secondary schools. 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 elementary and one in a special education area.
5. 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. Required course work is identical to that described for early childhood, elementary or secondary licensure. Bachelor of education students are exempt from general education requirements. Changes in licensure guidelines may result in changes in degree requirements.

### **Requirements for Admission to the Bachelor of Education Program:**

1. Thirty of the student's last 45 semester credits in the previous degree program must meet the Teacher Education program's requirement of 2.7 cumulative GPA, and 3.0 GPA in the major/endorsement area, including any hours applicable to the Teacher Education program.
2. Meet university residency requirements.
3. All other degree requirements are identical to

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WI = Writing intensive course

those described under the Teacher Education program section.

### **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, 314; ECSE 204, 311, 410, 420; COMM 325; ECE 303, 306, 350, 365, 380; KIN 210; a course in U.S. history or government; 6-7 semester credits in science (biology and natural science). A minimum of 200 clock hours of pre-student teaching experiences in a school or agency setting at three different age levels (0–3 or 3–6 years or 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, 452, 353, 354, 369, 371, 372, 409; PSYC 105; SPED 310; MATH 210; ENGL 313; three of the following: ART 340, KIN 210, 270, MUS 244; a course in U.S. history or government; 6-7 semester credits in science (biology and natural 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 166-187 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-6) Required Courses:** ENGL 101, 120, 210 or 211, 316, 313; COMM 101 or 203 or 110 or 328 or 329; EDUC 369, 371, 372, 452; THTR 105.

**Approved Endorsement in Mathematics (K-6). Required Courses:** EDUC 354; three credits in computer science; MATH 151 or 171, 152, (or at least five semester credits of higher level math courses if placement scores indicate that the student should begin with 191) 191, 192, 210, 300, 360.

**Approved Endorsement in Reading (K-6). Required Courses:** EDUC 369, 371, 372, 452, 453, 459, 460; ENGL 313; COMM 325.

**Approved Endorsement in Science (K-6). Suggested Courses:** 12 hours of physical science recommended from the following: PHYS 110, 160, 201; NSCI 105; CHEM 101, 102, 103, or 105; six hours of biology recommended from the following: BIOL 101, 103, 104, 106, 107, 109, 110, or 123; six hours of earth/space science recommended from the following: ASTR 201 or NSCI 202, 205; GEOG 201.

**Approved Endorsement in Foreign Language (K-6). Required Courses:** EDUC 330; FREN, GERM or SPAN 201 and 202; 18 credits at 300+ level in selected language including 6 credits in chosen language's literature.

**Approved Endorsement in Social Science: History (K-6). Required Courses:** HIST 101, 102, 111, 112; 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-6). 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-6). Required Courses:** SPED 310, 311, 312, 313, 314, 411, 416, 417, 418; EDUC 452.

#### **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, math, music and physical education majors unless they are seeking another endorsement), the appropriate named 7-12 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 120-125 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 (7-12) include: art, business-general, marketing/management, English language arts, French, German, Spanish, mathematics, music, physical education, biology, chemistry, physics, economics, American government, history, psychology, general science, reading, sociology, and speech communication/theatre.

#### **Approved Endorsement in Reading (7-12).**

**Required Courses:** EDUC 336, 368 or 369, 372, 452/552, 556, 453; ENGL 101, 216, 316, 313; COMM 101 or 110, or 203 or 328 or 329, 325.

### **Fifth Year Special Education Secondary Endorsement Program**

The endorsement program is designed to assist in the development of teaching skills specific to working with adolescents with special needs. The endorsement links practical application of teaching to theoretical underpinnings involved in human motivation and learning.

St. Ambrose offers Iowa special education endorsement Instructional Strategies I: (7-12, Mild/Moderate Disabilities) to students completing their secondary education program. Students may take 400-level courses after completion of their sophomore year. Selected 500 level courses can be taken at the graduate level for qualifying juniors, and qualifying seniors can take SPED 523, 560 and 660 (see degree requirements for qualification information). SPED 529 is taken after completing a semester of student teaching at the secondary level. All courses numbered 500 or above may be transferred into St. Ambrose's master's degree program with advisor approval providing they meet the transfer policies of the Graduate Special Education Programs.

#### **Admission Requirements for Special Education Endorsement Program (500-level or above):**

1. Hold junior level status (completion of 60 credit hours).
2. Obtain a positive recommendation from an education advisor and one member of the special education program.
3. Present a pre-service portfolio.
4. Possess an overall GPA of 3.0 or above.

Special education course descriptions, admission information and degree requirements are found in the Graduate Information and Master of Education in Special Education sections.

#### **Requirements for Special Education Endorsement as an Instructional Strategist 1 (7-12, Mild/Moderate Disabilities):** EDUC 556; SPED

310, 314, 411/511, 312/520, 313/513, 416/514, 311/509, 523, 529, 560, 660. See the Master of Education in Special Education section for course descriptions.

#### **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. 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 social sciences, mathematics, life/physical sciences, and language arts. Contact the Secondary Education Department for more information.

#### Course Descriptions

##### **EDUC 205. Field Experience (First or Second Year) 2 credits**

Provides orientation to the performance-based approach utilized in teacher education at St. Ambrose. Requires 70 hours of field observations. Intended for student with no PK – 12 observational experience. Students must enroll in either EDUC 205 or 207. C-BASE exam required during course. Application to program part of course requirements. Prerequisite: Minimum of 15 credit hours completed before enrolling.

##### **EDUC 207. Orientation to Teaching 1 credit**

Provides orientation to the performance based approach utilized in teacher education at St. Ambrose. Intended for transfer students who completed equivalent of EDUC 205 at another institution (including 70 field hours) or students who have already met the 70 field hour requirement. Course does not require field hours. All students must enroll in either EDUC 205 or 207. Prerequisite: Students must already have met the

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WI = Writing intensive course



70 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. Because this course is basically designed for transfer students, it should be taken during the first semester at St. Ambrose. Students must enroll in either EDUC 205 or 207. C-BASE exam required during course.

Application to program part of course requirements.

**+EDUC 284. Child and Adolescent Psychology** **3 credits**

Studies the physical, cognitive, emotional and social development from prenatal through adolescence. Prerequisites: PSYC 105 (same as PSYC 284).

**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 or PSYC 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 and written reports are used. Prerequisites: EDUC 205 or 207; sophomore status; ENGL 101 with *C* or

better; admission to Teacher Education program.

**EDUC 305. Secondary Methods** **3 credits**

Course focus is on classroom management, teaching techniques, and micro-teaching. Fifty field hours are required. Prerequisites: EDUC 205 or 207, 284, 309 or concurrent enrollment in 309. (Department methods of art, music and physical education are accepted in place of this course.)

**EDUC 308. Educational Technology** **2 credits**

Focuses on the content and application of various educational technologies for teachers to use in the classroom. As a final product, students construct a web page that highlights their philosophy of education and the course work completed in preparation to be teachers. Prerequisites: Sophomore status; EDUC 205 or 207; admission to teacher Teacher Education program.

**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: EDUC 205 or 207; EDUC 284 or PSYC 284; admission to Teacher Education.

**EDUC 312. Curriculum Development for Young Children (Ages 5-8)** **3 credits**

Techniques of planning, presenting and evaluation child centered experiences for young children of typical and atypical needs, with emphasis on kindergarten to grade three. Required field hours. Prerequisites: EDUC 365; ECSE 204; 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.

## Undergraduate Programs

Prerequisites: EDUC 205 or 207, EDUC 284 or PSYC 284; admission to Teacher Education program.

### **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 reading are introduced (field hours in a classroom setting). Prerequisites: EDUC 205, 284, and 309 or concurrent enrollment; admission to Teacher Education program.

### **EDUC 338. Content Literacy Exploration 1 credit**

All secondary grade students in our schools are expected to know how to read, write speak, listen, and think in a variety of content area. Each of those content areas has a specialized language that make it imperative that teachers of all content areas should have knowledge of how to teach using that specialized language in all its forms. Students who are preparing to be music, art, physical education, and math teachers in our schools will learn a variety of skills and develop a series of strategies to ensure that their students are able to comprehend and produce language that is currently used in their courses.

Prerequisite: KIN 331 or MATH 340 or MUS 322/323 or ART 342.

### **EDUC 340. Teaching English/Language Arts and Literature in the Secondary School 1 credit**

Field-based course, delivered and taught by a skills 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. Prerequisite: EDUC 305 or 336; admission to Teacher Education program. Corequisite: EDUC 305 or 336.

### **EDUC 341. Teaching History and Social Sciences in the Secondary School 1 credit**

Field-based course, delivered and taught by a skills 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. Prerequisite: EDUC 305 or 336; admission to Teacher Education program. Corequisite: EDUC 305 or 336.

### **EDUC 342. Teaching Business in the Secondary School 1 credit**

Field-based course, delivered and taught by a skills 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. Prerequisite: EDUC 305 or 336; admission to Teacher Education program. Corequisite: EDUC 305 or 336.

### **EDUC 343. Teaching Science in the Secondary School 1 credit**

Field-based course, delivered and taught by a skills 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. Prerequisite: EDUC 305 or 336; admission to Teacher Education program. Corequisite: EDUC 305 or 336.

### **EDUC 344. Teaching Foreign Language in the Secondary School 1 credit**

Field-based course, delivered and taught by a skills 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. Prerequisite: EDUC 305 or 336; admission to

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

Teacher Education program. Corequisite: EDUC 305 or 336.

**EDUC 345. Teaching Speech and Theater in the Secondary School** **1 credit**

Field-based course, delivered and taught by a skills 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. Prerequisite: EDUC 305 or 336; admission to Teacher Education program. Corequisite: EDUC 305 or 336.

**EDUC 346. Teaching Psychology/Sociology in the Secondary School** **1 credit**

Field-based course, delivered and taught by a skills 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. Prerequisite: EDUC 305 or 336; admission to Teacher Education program. Corequisite: EDUC 305 or 336.

**EDUC 353. Methods of Elementary Science** **3 credits**

Emphasis on the hands-on learning of the biological, physical and earth/space sciences in grades K-6. Lesson and unit planning, problems of instructional design, use and development of curricular materials foster science teaching and learning as exciting human enterprises. Field hours in a science classroom required.

Prerequisites: EDUC 205 or 207; EDUC 284 or PSYC 284; admission to Teacher Education program.

**EDUC 354. Methods of Elementary Mathematics** **3 credits**

Current issues, approaches and materials in elementary school mathematics teaching, including philosophy and objectives, technology, curricula problems, review and evolution of current litera-

ture. Field hours in a math classroom.

Prerequisite: MATH 210; EDUC 284 or PSYC 284; admission to Teacher Education program.

**EDUC 355. Methods of Teaching the Catholic Faith (K-12)** **2-3 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 may also elect to complete a practicum experience in teaching the Catholic faith at a selected grade level.

**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 or PSYC 284; ENGL 101 with a grade of "B" or better; college level literature class with grade of "B" or better; admission to Teacher Education program or permission of instructor.

**EDUC 369/569. 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; EDUC 284 or PSYC 284; admission to Teacher Education program. EDUC 569 prerequisites: At least two years teaching experience.

**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 or PSYC 284; admission to Teacher Education program.

**EDUC 372. Language Arts and Reading in the Elementary Schools: 4–6                      3 credits**

Designed to teach students about curriculum organization and instructional planning for children in grades 4–6. 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. Prerequisite: EDUC 371; admission to Teacher Education program.

**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. Prerequisites: Admission to Teacher Education program and all requirements for PK-K endorsement. Student teaching should be considered a full-time professional obligation.

**EDUC 409. Observation and Student Teaching: Elementary Grades                      12–15 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. Prerequisites: Admission to the Teacher Education program; senior standing; all requirements in elementary education endorsement areas; recommendation of the Elementary Education Department director.

Student teaching should be considered a full-time professional obligation.

**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. Prerequisites: Admission to the Teacher Education program; senior standing; all requirements in secondary education; major, minor areas; recommendations of directors for the major, minor and Secondary Education. Student teaching should be considered a full-time professional obligation.

**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. Prerequisites: Admission to the Teacher Education program; senior standing; all requirements in art education; recommendation of the Art and Secondary Education chairs. Student teaching should be considered a full-time professional obligation.

**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. Prerequisites: Admission to the Teacher Education program; senior standing; all requirements in music education; recommendation of the Music and Secondary Education chairs. Student teaching should be considered a full-time professional obligation.

**EDUC 433. Observation and Student Teaching: Physical Education                      12–15 credits**

Directed observation and supervised teaching experience. The student is required to spend a

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

full day, five days a week, for a quarter in the elementary schools and for a quarter in the secondary schools. Prerequisites: Admission to the Teacher Education program; senior standing; all requirements in physical education; recommendation of the Physical Education and Secondary Education chairs. Student teaching should be considered a full-time professional obligation.

**EDUC 440. Student Teaching Early Childhood: Birth to 3** **6 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. Prerequisites: Admission to Teacher Education program; senior standing; all requirements for early childhood major. Student teaching should be considered a full-time professional obligation.

**EDUC 441. Student Teaching Early Childhood: Ages 3 to 6** **6 credits**

Directed observation and supervised teaching experience in a center-based model with pre-primary age children. Full day, five days a week for one half a semester. Prerequisites: Admission to Teacher Education program; senior standing; all requirements for early childhood major. Student teaching should be considered a full-time professional obligation.

**EDUC 442. Student Teaching Early Childhood: Ages 5 to 8** **6 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 a semester. Prerequisites: Admission to Teacher Education program; senior standing; all requirements for early childhood major. Student teaching should be considered a full-time professional obligation.

**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. Graduate students (552) are required to fulfill 452 requirements, complete a daily reflection form, and transcript four interactions with their child. Prerequisites: EDUC 371; minimum 25 clock hours of clinical work with students. EDUC 552 prerequisites: One foundation course in reading and at least two years teaching experience.

**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. Prerequisites: Senior standing; EDUC 369, 372, 452; minimum 25 clock hours of clinical work with students. EDUC 553 prerequisites: One course in diagnostic and prescriptive techniques of teaching reading and at least two years teaching experience.

**EDUC 455/PSYC 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. Examines role of teacher in assessment, coordination and referral of students to health and social services. Prerequisites: EDUC 205 or 207, 284, 309. [Prerequisites for PSYC 555: Hold teaching license or certificate. (Some states, such as Iowa, issue a license. Other states, such as Illinois issue a certificate.)]

**EDUC 459/559 Elementary Content Reading** **3 credits**

Undergraduate teacher-preparation course focus-

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es 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. Graduate students complete literacy coach module. Prerequisite: EDUC 452. EDUC 559 prerequisites: One course in diagnostic and prescriptive techniques of teaching reading and a least two years teaching experience.

### **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. Graduate students will design a framework suitable for reading instructional programs based on current research.

Corequisite: EDUC 453/553 or instructor permission.

### **EDUC 461/561. 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 461 prerequisites: EDUC 205 or 207, 284. EDUC 561 prerequisites: Teaching license or certificate.

### **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. Prerequisite: Graduate status.

### **EDUC 556. Teaching Reading to Adolescents** 3 credits

Assessment of adolescent reading skills in various content areas. Methods and materials used in teaching developmental reading in junior and senior high content courses. Prerequisite: Graduate status or permission of instructor.

### **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; EDUC 284 or PSYC 284; admission to the Teacher Education program or instructor permission.

### **EDUC 600. Summer Writing Institute** 5 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 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 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

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WI = Writing intensive course

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 620. College and 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. Prerequisite: Graduate status.

**ECE 303. Literacy for Young Children 3 credits**

Students learn to foster developmentally appropriate literacy practices for the birth through age 5 population 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; admission to the Teacher Education program.

**ECE 306. Science and Social Studies Methods/Curriculum 4 credits**

Explores the learning dimensions of science and social studies for preprimary and primary children while integrating curriculum and supporting active learning. Science is emphasized for all students connecting it to technology and society; social studies examines people in society as they interact with each other and their many environments. Prerequisites: ECSE 204; EDUC 312;

admission to the Teacher Education program.

**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. Prerequisite: ECSE 420; EDUC 312; admission to the Teacher Education program.

**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 or PSYC 284. Corequisite: ECSE 204.

**ECE 380. Administration of Early Childhood Programs with Emphasis upon Child Nutrition 3 credits**

Examines the administration of early childhood programs with an emphasis upon health, safety and nutrition concerns that apply to the young child. Nutritional practices that support cognitive, cultural and physical development of children are emphasized. Classroom strategies focus on the appraisal and management of health and safety concerns of children including procedures for children with special needs. Comprehensive health education programming including implementation of health instruction, utilization of health-related services, and development of learning environments is supported. Prerequisites: EDUC 205 or 207; admission into the Teacher

Education program.

**ECE 450. Seminar in Early Childhood 3 credits**

Current research and trends in early childhood education. Prerequisite: Admission to the Education Department.

**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. 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 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 preprimary 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; 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. Corequisite: EDUC 403.

**ECSE 619. Practicum in Early Childhood Special Education 6 credits**

For students seeking an approved endorsement in ECSE and who already hold an Iowa Teaching Elementary License (Option 3). Provides field and supervised teaching experience in an early childhood special education setting. Students obtain practical, first-hand experience working with curriculum, behavior management and teaching strategies. Requires a minimum of 145 hours, at least 90 must be in direct contact with preschool children with disabilities. Prerequisite: Faculty

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consent.

#### Special Education Course Descriptions

#### **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 or PSYC 284; admission to Teacher Education program; or Instructor approval.

#### **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/PSYC 284; or instructor approval. Corequisite: 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/PSYC 284; or instructor

approval. Corequisite: 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 311 and 312 or ECSE 204 and ECE 365; or instructor approval.

#### **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: EDUC 205 or 207; SPED 311 and 312; or ESCE 204 and ECE 365; or instructor approval.

#### **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 are considered. Results from formal and informal assessments are interpreted. Prerequisites: EDUC 205 or 207; EDUC

309; SPED 311; SPED 312; or instructor approval.

**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; SPED 312; SPED 411; or instructor approval.

**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 student transition needs.

Requires field hours. Prerequisites: EDUC 205 or 207; SPED 311; SPED 312; SPED 416; or instructor approval.

**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.

## Elected Studies

**Admission Information**

The Bachelor of Elected Studies (BES) degree program is meant to meet the needs of mobile adults with diverse backgrounds who have already earned college credits, probably from several institutions of higher education. The BES degree lets students work with advisors to design a program consisting of courses oriented toward personal interests, needs, and goals. The curriculum includes a general education requirement that allows flexibility in course work, yet emphasizes the liberal arts.

**Program Delivery Format Options**

The BES may be taken through the St. Ambrose University ACCEL accelerated degree completion program or through the traditional delivery format on the main campus.

**Requirements**

To earn the Bachelor of Elected Studies Degree, students need to:

1. Attain the age of 23 years or more before pursuing the final 30 credits of the degree.
2. Complete 45 semester and/or equivalency credits oriented toward personal interests, needs, and goals.
3. Submit a degree plan along with an essay stating the goals and purposes in pursuing the courses included in the degree plan to the BES Advisor at least two semesters prior to the anticipated graduation date. Once the BES Advisor approves the student's degree plan, any deviation from that plan must be approved by the committee.
4. Complete the following course requirements:  
**Skills** (11-12 cr) all courses required: ENGL 101 (grade of "C" or better); IL 101; MATH 131, 151, 161 or STAT 213 or higher level math course; a Communication course that

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

includes public speaking as a major component (2–3 cr); Kinesiology course(s) (2 cr).

**Humanities** (18 cr) from the Humanities: one Theology course (3 cr); one Philosophy course (3 cr); one Theology or Philosophy course at the 300/400 level (3 cr); one Literature course (3 cr); one Art, Music or Theatre course (3 cr); one elective course (3 cr).

**Foreign Language or Multicultural Course**

Complete an International Studies or Foreign Language course; or a course from the following list: ENGL 221; GEOG 205; HIST 220, 225, 230, 235, 366; SOC 210; WMST 315. This course must be approved by the BES Advisor.

**Social Sciences** (3 cr) from the Social Sciences general education category select: one course.

**Natural Sciences** (6 cr) from the Natural Sciences general education category select: two courses.

**Special curriculum area** (45 cr)

**Upper level credits** (30 cr) courses designated at the 300/400 level.

**Writing Intensive courses:** select two writing intensive (WI) courses, with at least one at the 300/400 level.

NOTE: While not all courses in the BES degree may be included in the list of approved general education courses, the distribution of course work from the various departments is in keeping with the special characteristics of the institution and the original intent of the degree. No major is required, but students may earn one or more majors or minors by fulfilling those requirements.

## Engineering

In addition to a Bachelor of Science in Industrial Engineering, St. Ambrose offers a program for students preparing to enter other engineering fields. For information on Industrial Engineering, see the Industrial Engineering section.

**Core Courses Recommended for First Two Years of an Engineering Program:** (for students with a

strong preparation in mathematics) First semester: ENGR 110; MATH 191; CHEM 105. Second semester: CSCI 195; PHYS 251; MATH 192. Third semester: ENGR 220; MATH 291; PHYS 253. Fourth semester: ENGR 302; MATH 300, 320; PHYS 254. Also, 15 to 18 elective semester credits in the Engineering program.

**Recommended for Three-Year, Two Degree**

**Engineering Program:** For a broader liberal arts background in career preparation, three years of study at St. Ambrose and two years at an engineering school can lead to two degrees—a Bachelor of Arts degree from St. Ambrose and a Bachelor of Science degree from the engineering school. The technical courses listed in the Engineering Core program are suggested along with electives to satisfy Bachelor of Arts requirements number two to six, which are specified in the Academic Information section.

**Requirements for the Bachelor of Science Degree with a Major in Engineering Physics:** 37 semester credits in physics and engineering including PHYS 317, and 18 additional semester credits at the 300 level; 18 semester credits in mathematics including at least six semester credits at the 300 level; CHEM 105, 106; 12 semester credits in computer science including at least six semester credits at the 300 level. Students with a major in engineering physics are able to select courses which make them eligible for entry level engineering positions with the federal government.

### Course Descriptions

**ENGR 110. Engineering Graphics 3 credits**

The graphic solution of space problems involving points, lines and planes, geometric construction, pictorial representation, auxiliary views, sectioning, dimensioning. Four and a half hours per week. (Same as IE 110)

**ENGR 220. Engineering Statics 2 credits**

Vector and scalar treatment of forces. Resultants,

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equilibrium friction, centroids, moments and products of inertia, external and internal forces. Applications to pulleys, trusses, frames, beams, friction. Prerequisite: PHYS 251. (Same as IE 220)

### **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. Prerequisite: ENGR 220. (Same as IE 302)

### **ENGR 303. Strength of Materials**      **3 credits**

Plane stress, plane strain, stress-strain relationships, and elements of material behavior. Elements of stress and deformation analysis applied to members subject to centric, torsional, flexural and combined loadings. Elementary considerations of theories of failure, buckling, repeated and impact loads. Prerequisite: ENGR 220. (Same as IE 303)

### **ENGR 312. Thermodynamics**      **3 credits**

Introduction to classical and quantum statistics; thermodynamic laws, energy, entropy and equilibria, cyclic and noncyclic processes; applications to chemical and engineering problems. Prerequisite: PHYS 253 and MATH 280. (Same as PHYS 321 and IE 312)

### **ENGR 320. Electromagnetic Theory**      **3 credits**

Time dependent electric and magnetic fields, boundary value problems, solutions to Maxwell's equations, transmission lines and wave guides, antennae and radiation. Prerequisites: PHYS 253, MATH 291. (Same as PHYS 304)

## English

**Requirements for a Major:** 39 credits; ENGL

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

201, 202, 210, 211, 219, 401, plus 21 elective English credits. Twelve elective credits must be 300 level. One 200- level course may be a writing course. All majors must put together a portfolio of their written work in English courses.

### **Requirements for an English Secondary**

**Education Major:** 33 credits, 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 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.

### Course Descriptions

#### **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 is required before a student may enroll in a higher level course.

#### **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 or minors or English education majors. Can be taken more than once to fulfill general education requirements.

**+ENGL 201. British Literature I 3 credits**

A survey of the poetry, prose and drama composed in the English language during the Middle Ages, the Renaissance and “the long eighteenth century.” Prerequisite: ENGL 101.

**+WI-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 twentieth century, the Great War, Depression and World War II. Prerequisite: ENGL 101.

**+WI-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. Prerequisite: 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. Prerequisite: ENGL 101.

**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. Prerequisite: ENGL 101.

**ENGL 218. Technical Writing 3 credits**

Teaches practical strategies for communicating technical information, and prepares students to write documents that are clear, precise, detailed, accurate and functional. Forms may include definitions, descriptions, instructions, processes, proposals, and reports. Appropriate for students who will write in technical fields or are interested in this form of writing. Prerequisite: ENGL 101.

**WI-ENGL 219. Critical Reading and Writing 3 credits**

Introduction to methods of critical analysis and writing employed by the literary profession and other disciplines focusing on texts. The course generates and explores a variety of critical conversations about a small number of texts. Writing assignments train students to participate in scholarly dialogues by incorporating and evaluating sources in their writing. Prerequisite: ENGL 101.

*Note: The focus of these 200-level courses will be specified when offered:*

**+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. Prerequisite: ENGL 101.

**+ENGL 221. Literature in English Outside the UK and US 3 credits**

A survey of literature written in English from such places as the Caribbean, Canada, Australia, India and Africa, exploring questions such as colonial attitudes toward the “mother” country, racism and exploitation, and the establishment of national identity through literature. Prerequisite: ENGL 101.

**+ENGL 222. Women’s Literature 3 credits**

A study of literature by women that explores issues and questions central to the experience of women. Prerequisite: ENGL 101.

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### **+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. Prerequisite: 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. The course will consider the nature of “text” in cinema, make connections between the two media, and encourage students to use each to illuminate the other. Prerequisite: ENGL 101.

### **+ENGL 242. Popular Literature** 3 credits

A study of literature in “popular” forms such as science fiction and detective fiction. Prerequisite: ENGL 101.

### **+ENGL 243. Irish Literature** 3 credits

A study of prominent Irish authors and the ways in which their works shaped and were shaped by the cultural and political struggles within Ireland. The course examines the role literature in relation to Irish history, politics and Irish identity. Prerequisite: ENGL 101.

### **+ENGL 244. Literature of the Sacred** 3 credits

A study of the spiritual dimensions of literature. Readings may be drawn from Christian and non-Christian traditions, and sections may focus on particular topics or issues. Prerequisite: 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. Prerequisite: ENGL 101.

*Note: Students should have some background in*

*college English before taking 300-level courses.*

### **+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. Prerequisite: 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. Prerequisite: ENGL 101.

### **+ENGL 304. Renaissance Literature** 3 credits

A critical examination of the literature of 16th- and 17th-century England in its cultural and aesthetic context, focusing on one or more of the literary genres flourishing in the period: drama, poetry, the epic. Prerequisite: 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 eighteenth century with particular attention to their cultural contexts. Prerequisite: ENGL 101.

### **+ENGL 307. Romanticism** 3 credits

A critical examination of British poetry and fiction—by writers such as Wordsworth, Byron, and Mary Shelley—that emerged from the revolutionary spirit that swept through Europe and America at the end of the 18th and beginning of the 19th centuries. Prerequisite: 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 are among possible targets for investigation. Prerequisite: ENGL 101.

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

**+ENGL 310. Nineteenth-Century****Fiction 3 credits**

A critical examination of the novel in the U.S., Great Britain, and on the European Continent, considering questions such as why the novel becomes so important in the West, what distinguishes the novels of different countries from each other, and what characteristics these novels share. Prerequisite: ENGL 101.

**ENGL 313. 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.

**ENGL 315. Written Business Communication 3 credits**

This course introduces practical strategies for creating effective business letters, memos, email and short, research-oriented reports. Emphasis is on writing practice and problem-solving through the use of simulated business communication situations. Designed primarily for those students whose majors require it or who will use business-writing skills in their careers. Prerequisite: ENGL 101.

**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. Prerequisite: ENGL 101.

**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. Prerequisite: ENGL 101.

**ENGL 318. 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 approval required. Prerequisite: ENGL 101.

**ENGL 319. Writing about Place 3 credits**

An advanced workshop in expository writing that focuses on writing about place. Includes reading as well as writing. An important component of the course is developing an effective style. Prerequisite: ENGL 101.

**ENGL 320. Writing Topics 3 credits**

A workshop focusing 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. Prerequisite: ENGL 101.

**ENGL 321. Memoir Writing 3 credits**

An advanced writing course with a focus on the memoir as an art form. Life experience will be explored as the material for memoir. Some study of examples of the genre will accompany writing assignments, workshop critiques and portfolio presentation. Prerequisite: 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; 19th-century poets such as Whitman and Dickinson; 20th-century poets such as Pound, Williams and Hughes; and contemporary poets such as Rich, Ginsberg and Jordan. Prerequisite: ENGL 101.

**+ENGL 343. American Realism and Naturalism 3 credits**

This course explores realism and naturalism as literary movements rooted in social changes and

## Undergraduate Programs

scientific beliefs in late 19th- and early 20th-century America. Writers may include Twain, Howells, James, Chopin, Wharton, Gilman, Norris, Crane, Dreiser and others. Prerequisite: ENGL 101.

**+ENGL 344. Modernism 3 credits**

A multinational examination of Modernist forms, concepts, and sensibilities during the early 20th century. Writers may include Joyce, Woolf, Hemingway, Faulkner, Mann, Kafka, Yeats, Eliot, Pound and O'Neill. Connections with other art forms may also be explored. Prerequisite: ENGL 101.

**+ENGL 345. Twentieth-Century Fiction 3 credits**

A critical examination of 20th-century fiction originating from the United States and 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. Prerequisite: ENGL 101.

**+ENGL 346. Contemporary Fiction 3 credits**

A study of fiction in the last 25 years. Prerequisite: ENGL 101.

**+ENGL 347. The Beats 3 credits**

A study of mid-century American literature with a specific focus on writers who gathered in New York and San Francisco and through their writings challenged the social conventions and constrictions of post WWII America. Prerequisite: 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 be scheduled for a maximum of three credits. Prerequisite: ENGL 101.

**+ENGL 360. Advanced Topics 3 credits**

An advanced critical study of specific literary

forms, themes, movements or authors. Topics will be announced each semester the course is offered. Prerequisite: ENGL 101.

**ENGL 380. Teaching English as a Foreign/Second Language 3 credits**

An intensive course in the theory and practice of teaching English as a foreign or second language. The course includes lectures, workshops and teaching practicum.

**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. Prerequisite: ENGL 101 and departmental approval.

**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. Prerequisite: ENGL 101; English major.

## Environmental Studies

**Requirements for an Interdisciplinary Minor in Environmental Studies:** A minimum of 21 semester credits: BIOL 109; ECON 335; ENGL 319; ENVS 201, 400; PHIL/THEO 311; PSCI/SOC 375; SLVN 201.

**Entry procedure for Environmental Studies**

**Minor:** A course of study should be worked out with an advisor. This will be submitted to the Environmental Studies program director for approval.

Course Descriptions

**ENVS 201 . Introduction to Environmental Studies 2 credits**

This course will provide students with an overview of the breadth and scope of our intri-

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WI = Writing intensive course



cate and complex relationship to the natural world. Students will determine whether or not they would 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. Corequisite course: 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 world's 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, ECON 335, ENGL 319, ENVS 201, PHIL/THEO 311, PSCI/SOC 375, SVLN 201.

## Finance

See Business

## French

See Languages and International Studies

## General Business

See Business

## General Science

### **Requirements for an Interdisciplinary Teaching**

**Major (7-12):** 36-38 semester credits in the natural and mathematical sciences, including BIOL 103, 104; CHEM 105, 106; PHYS 203, 204; six to eight semester credits of science electives; MATH 151 and CSCI 120; completion of a teaching minor in one of the following departments: biology, chemistry, mathematical sciences or physics. Suggested electives: ASTR 201, BIOL 109, 202, NSCI 202; other courses in the sciences may be substituted if approved by the major department involved.

Courses required for teaching majors are found in the Department of Education section.

## Geography

Course Descriptions

### **+GEOG 201. Physical Geography 3 credits**

Natural environment with emphasis on spatial interaction of elements, resources and their uses. (Same as Natural Science 205)

### **+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. Prerequisite: GEOG 201 or 205, or permission of instructor.

### **GEOG 322. Economic Geography 3 credits**

Location and spatial organization of world economic activity such as manufacturing and trade. Prerequisites: GEOG 201 or 205, or instructor permission.

### **GEOG 340. Urban Geography 3 credits**

Urban space and activities, theories and processes of urbanization, and contemporary urban prob-

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lems in geographic perspective. Prerequisite: GEOG 201 or 205, or instructor permission.

### **GEOG 360. Maps and Mapping** 3 credits

Types, design, and functions of maps.

Prerequisite: GEOG 201 or 205, or instructor permission.

### **GEOG 370. Studies in Geography** 3 credits

Particular world regions or problems. Topics change according to world events and needs of students. Prerequisite: GEOG 201 or 205, or instructor permission.

## German

See Languages and International Studies

## Health Science

See Master of Occupational Therapy

## History

**Requirements for a Major:** 35 semester credits in history, including HIST 101, 102, 111, 112 and one of the following 219, 220, 225, 229, 230, 235; 400, 410 and 15 additional credits above the first year level.

### **Requirements for a Minor:**

**US History minor:** 15 semester credits in History, including HIST 111, 112, and nine additional credits in US History above the first year level.

**World History minor:** 15 semester credits in History, including HIST 101 and 102, 219, 220 or 225 or 229, 230 or 235, and six additional credits in World History above the first year level.

**General History minor:** 15 semester credits in History, including HIST 101 or 102 and HIST

111 and 112. Three credits must be earned in a course numbered 200 or above.

**Requirements for a Teaching Major:** 35 semester credits in history, distributed as follows: 15 credits in US History (HIST 111, 112, and nine additional credits above the first year level); 15 credits in World History (HIST 101 and 102, 219, 220 or 225 or 229, 230 or 235, and six additional credits above the first year level); HIST 400, 410. 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.

### Course Descriptions

**+HIST 101. World Civilization to 1300** 3 credits  
Major historical developments from earliest times to the beginning of the modern period.

**+HIST 102. World Civilization Since 1300** 3 credits  
Major historical developments from the beginning of the modern period to the present.

**+HIST 111. United States to 1865** 3 credits  
Survey of United States history from the beginnings to the Civil War.

**+HIST 112. United States Since 1865** 3 credits  
Survey of United States history from the Civil War to the present.

**+HIST 115. Topics in History** 3 credits  
A cross-cultural survey of history with a topical focus designed for the first-year student.

**+HIST 140. History of Sport and Recreation** 3 credits  
A survey of western civilization with a focus on sporting and recreational pastimes. Students will gain an appreciation of how sport both reflects its historical context and helps shape the future.

**+HIST 219. Early East Asia** 3 credits  
A survey of Chinese, Japanese, Korean, and Vietnamese history from the Neolithic era until

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the early nineteenth century, when intensified contact with the West ushered in dramatic political changes. The course places particular emphasis on political, economic, social, and philosophical developments.

**+HIST 220. Modern East Asia 3 credits**  
History of modern China and Japan, emphasis on Western impact and Eastern response.

**+HIST 225. The Modern Middle East 3 credits**  
History of the Middle East and North Africa during the Islamic period. Origins of Islam, its development through the Ottoman era, with major emphasis on 20th century.

**+HIST 229. Colonial Latin America 3 credits**  
An introduction to Colonial Latin American history up to 1800.

**+HIST 230. Modern Latin America 3 credits**  
An introduction to Latin American history from 1800 to the present.

**+HIST 235. Modern Africa 3 credits**  
An introduction to African history from 1800 to the present.

**+HIST 242. Modern Ireland 3 credits**  
A study of modern Irish history since the sixteenth century.

**+HIST 245. Catholicism in America 3 credits**  
A study of the history of the Catholic Church in America with special emphasis on the lives of Catholic people. (Same as THEO 245)

**+HIST 260/560. History of Iowa 3 credits**  
Study of the state and people of Iowa and its place in the themes of United States history. Graduate students have work appropriate to the master's level.

*Note: The following 300-level history courses should not be taken by freshmen.*

**+WI-HIST 307. Christianity in Culture: Early and Medieval 3 credits**  
The Church and culture up to the Reformation.

**+WI-HIST 308. Christianity in Culture: Reformation and Modern 3 credits**  
The Church and culture from the Reformation through the Modern Age.

**+HIST 309. Ancient Greece 3 credits**  
This course is 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.

**+HIST 310. Roman History 3 credits**  
A survey of the Roman history from the founding of the city in the 8th century BC to the collapse of the Western Empire in the 5th century AD. Involves a survey of primary source documents such as legal and governing texts, classical works of literature, philosophical works, history and works of art.

**+HIST 315. Advanced Topics in History 1–3 credits**  
Advanced topics in world and American history. Variable content. Prerequisite: Sophomore standing and instructor permission.

**+HIST 317. The Middle Ages: 300 to 1300 3 credits**  
Europe from the end of the Western Roman Empire to the beginnings of the national monarchies.

**+HIST 318. Medieval Britain 3 credits**  
Political, religious, social, economic, and cultural history of Britain from 400 to 1500.

**+HIST 319. History of the Renaissance 3 credits**  
A survey of the history and culture of Western Europe between 1300 and 1517. Studies the effect of the events and movements of the period

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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.

### **+HIST 320. The European Reformations** **3 credits**

Investigates period from the end of the 15th century to the end of the 17 century, during which the nominal unity of European Christendom was forever altered by the growth of new Protestant churches. Topics include people and ideas that shaped the modern world, growth of individualism, capitalism, secularism, the scientific revolution and the new ideas concerning God and human's place in the universe. Studies the effects 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. Involves a survey of primary and source documents such as legal and governing texts philosophical works as well as major theological works of the period.

### **+HIST 321. Medieval Women: In Own Voices** **3 credits**

Until recently, not much as been known about the lives of women in the middle ages. However, by reading their own accounts and the accounts of people who knew them, we can learn a great deal. In this course we will look at various aspects of women's lives during the middle ages and try to answer as many questions as we can. The course is chronological (400-1500) and will be further organized around themes and ideas.

### **+HIST 336. Europe 1648 to 1815** **3 credits**

An advanced survey of early modern European history from the Peace of Westphalia to the Congress of Vienna. Topics in political, cultural, intellectual, social and diplomatic history will be

explored.

### **+HIST 337. Europe 1815 to 1918** **3 credits**

An advanced survey of European history from the Congress of Vienna to the November 1918 armistice ending World War I. Topics in political, cultural, intellectual, social and diplomatic history will be explored.

### **+HIST 338. The Twentieth-Century World** **3 credits**

An advanced survey of world history from World War I to the present. Topics in political, cultural, intellectual, social, and diplomatic history will be explored.

### **+HIST 340. Modern Britain: 1603 to the 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 pre-eminent industrial nation while examining its rise and fall as a world power.

### **+HIST 341. History of the British Empire** **3 credits**

A study of the British Empire since the sixteenth century. The course will examine the Empire from the perspectives of both the colonizers and the colonized.

### **+HIST 343. War and Peace in Northern Ireland** **3 credits**

An examination of the causes and characteristics of "the troubles," in northern Ireland.

### **+HIST 345. Modern Germany** **3 credits**

A survey of German history in the nineteenth and twentieth centuries, including German unification, German emigration to the New World, the two World Wars, the Holocaust, the division of Germany, and the unification of 1990.

### **+HIST 350. The Vietnam Wars** **3 credits**

This course addresses American involvement in Vietnam and Southeast Asia from the end of World War II to the normalization of relations

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between the United States and Vietnam in the 1990's. May be used to fulfill requirements for teacher certification in U.S. History.

**+HIST 356. Colonial America and the Atlantic World 3 credits**

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.

**+HIST 357. Revolutionary America: 1763 to 1815 3 credits**

The beginnings of the new nation and its coming of age.

**+HIST 358. Jacksonian America: 1815 to 1850 3 credits**

This course examines the dramatic changes in American politics and society from the Treaty of Ghent to the Compromise of 1850.

**+HIST 359. Civil War Era: 1840 to 1877 3 credits**

Study of issues that led up to the Civil War and the society created in post-war America.

**+HIST 360. Gilded Age America: 1877 to 1900 3 credits**

This course focuses upon the changes wrought in America by industrialization, urbanization and immigration in this era and the responses of urban and agrarian reformers to these changes.

**+HIST 361. Early 20th Century America: 1900 to 1940 3 credits**

America from Progressivism through the New Deal. Includes World War I and the Roaring 20s.

**+HIST 362. US Since World War II 3 credits**

America's rise to world power and the ramifications at home and abroad.

**+HIST 365. American Immigration History 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.

**+HIST 367. American Women: Topics 3 credits**

This topical course covers the history of women in the United States, with particular emphasis on the themes of work, family, reform, race, ethnicity, and feminism.

**+HIST 368. The Irish-American Experience 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.

**+HIST 369. The 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.

**HIST 393. Directed Readings in History 1-3 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.

**HIST 400. Historical Methods 2 credits**

Introduction to historical method. Emphasis on doing history through readings and project work. For history majors in their junior or senior year.

**WI-HIST 410. Capstone Research Experience 3 credits**

Directed individual reading, research and writing on a topic approved by the department. Open only to junior and senior history majors. Prior approval by instructor required. Prerequisite: HIST 400.

**HIST 560. History of Iowa 3 credits**

Study of the state and people of Iowa and its place in the themes of United States history. Graduate students complete work appropriate to the master level. (see HIST 260)

# Industrial Engineering

The Industrial Engineering department offers a four-year program leading to a Bachelor of Science in Industrial Engineering (BSIE) degree. The Engineering Accreditation Commission of the Accreditation Board of Engineering and Technology (ABET) accredits the IE program. Course requirements, quality of instruction and control of the curriculum meet or exceed nationally established requirements. This assures students that their investment in education is valuable and protected. The IE program is designed to make a difference for its students. As a faculty, we focus on the student's learning needs to ensure their success and maximize their knowledge gains. The vital role played by people in achieving superior performance in an organization is given major emphasis. The emphasis is on quality through accomplishment.

### 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. Exercise appropriate design, fundamental

math, science and engineering skills.

2. Assess the complete context and identity of industrial engineering problems, and then design and implement effective solutions.
3. Act ethically with respect to people, community and environment.
4. Interact and communicate (orally and in writing) well in all communities.
5. Continue learning.

### 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 into the topic threads of graphics, design and writing. These threads are then drawn upon to link important concepts across many courses. This linking forms a network of experiences that is the foundation of engineering, beginning in the first year course, IE 105: Introduction to Industrial Engineering and culminating in IE 490: Senior Design Seminar. Throughout the program, students study industrial engineering topics and explore problem-solving using traditional methods and computer technology. In Senior Design Seminar, 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 comment

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WI = Writing intensive course

that they see the friendliness and approachability of the professors as a significant factor in helping them develop to their fullest potential.

### Admissions Requirements

The general admissions requirements listed in this catalog apply to the IE program. Students who enter the Industrial 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.

### Requirements for a Bachelor of Science in

**Industrial Engineering Degree:** 130 semester credits as follows:

**Mathematics and Basic Science Courses (30 credits):** MATH 191, 192, 280, 300, 301; PHYS 251, 253; CHEM 103 or 105.

**Engineering Courses (51 credits):** IE 105, 110, 265, 295, 300, 304, 335, 340, 350, WI-351, 375, 391, 400, 409, 415, 450, WI-490, 201, 301, 401; ENGR 220, 302; Two of the following: ENGR 303 or 312 or PHYS 306; PHIL 207 or 305.

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

### Course Descriptions

#### **IE 105. Introduction to Industrial**

#### **Engineering**

**1 credit**

This course introduces students to the industrial engineering profession, the history of production systems, the relation of the profession to resource utilization and control through a series of hands-on-projects, activities and presentations.

#### **IE 110. Engineering Graphics**

**2 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. Solids modeling and computer-aided design. (same as ENGR 110)

#### **IE 220. Engineering Statics**

**2 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, friction. Prerequisite: PHYS 251. (Same as ENGR 220)

#### **IE 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 alternatives, including payback, present value, and return on investment. Prerequisite: MATH 191.

#### **IE 295. Manufacturing Materials and Processes**

**3 credits**

Fundamentals of manufacturing processes including founding processes, machining, forming, and assembly. Characteristics of basic materials including ferrous and nonferrous metals, plastics, and other materials. Instruction includes classroom and field trips.

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### **IE 300. Industrial Engineering Methods 3 credits**

Measurement and analysis of work systems. Ergonomics and the environmental, physical, and psychological aspects of work. Work measurement techniques including time study, pre-determined time systems and work sampling. Classroom and laboratory experiences are utilized in instruction. Prerequisite: MATH 300.

### **IE 302. Engineering Dynamics 3 credits**

Dynamics and kinematics of particles and rigid bodies in rectangular, polar, and spherical coordinates. Work-energy and impulse-momentum theories for rigid body motion. Oscillations of particles and systems. Applications to engineering systems. Prerequisite: IE 220. (Same as ENGR 302)

### **IE 303. Strength of Materials 3 credits**

Plane stress, plane strain, stress-strain relationship, and elements of material behavior. Elements of stress and deformation analysis applied to members subject to centric, torsional, flexural and combined loadings. Elementary considerations of theories of failure, buckling, repeated and impact loads. Prerequisite: IE 220. (Same as ENGR 303)

### **IE 304. Design Fundamentals for Industrial Engineers 3 credits**

Introduction to the process of engineering design. Application of this process via student projects which are related to industrial engineering functional areas. Prerequisites: IE 110, 295.

### **IE 312. Thermodynamics 3 credits**

Introduction to classical and quantum statistics; thermodynamic laws, energy, entropy and equilibria, cyclic and noncyclic processes; applications to chemical and engineering problems. Prerequisites: PHYS 253, MATH 280. (Same as PHYS 321 and ENGR 312)

### **IE 335. Quality Control and Reliability 3 credits**

Intro 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. Prerequisite: 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 Prerequisite: 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: IE 265, MATH 301.

### **WI-IE 351. Industrial Engineering Design Laboratory 3 credits**

The student designs industrial engineering mechanisms (people, equipment, information procedures) in a laboratory setting. Projects may include typical industrial engineering topics such as work methods and design, facilities layout, simulation, etc. Prerequisites: IE 265, 300, 350.

### **IE 375. Computer-Aided Manufacturing Systems 3 credits**

Provides knowledge and an ability to apply computer-aided manufacturing technology as a cost-effective strategy. NC, CNC, CAD/CAM,

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robotics, vision systems, PLCs, and other technologies are investigated and their applications explored. Strategic implementation, optimization, and systems integration issues are addressed. Theory of feedback control systems and computer control of processes. Prerequisites: IE 110 and 295, or design and manufacturing experience.

**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. Prerequisite: MATH 300.

**IE 400. Introduction to Simulation** **3 credits**

Introduction to simulation modeling using a programming language. Focuses on formulation of relevant, tractable questions, the development of models which provide appropriate information, and the analysis of this information for decision-making. Simulation is presented as an integrated subject in which the methodology of simulation, model building, verification, validation, and execution are addressed. Prerequisite: MATH 300.

**IE 409. Operations Research Mathematical Programming** **3 credits**

Emphasis on deterministic models: linear, integer, and dynamic programming. Graphical, algebraic and computer solutions to real world problems. Duality of linear programming models and sensitivity analysis. Prerequisite: MATH 280.

**IE 415. System Integration and Design** **3 credits**

The systems integration process including planning, design, implementation, and control. Student projects apply this process to industrial engineering functional areas. Pre/corequisite: IE 350.

**IE 450. Professional Experience** **1-6 credits**

The student is exposed to the working environment of an industrial engineer in a business, industry, government, military, hospital, educa-

tion, or similar functional activity that uses problem-solving and/or design methods. Exposure may be obtained through suitable work experience. If students do not have such experience, they must register for this course and will be given an assignment to complete with industrial engineering faculty advisory assistance, involving a significant industrial engineering project with local industry or an on-campus project. Prerequisite: Completion of at least one IE course.

**WI-IE 490. Industrial Engineering Senior Design Seminar** **3 credits**

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. Pre/corequisites: IE 415, senior status.

**IE 201, 301, 401. Industrial Engineering Seminar** **0 credit**

Three seminars are required for all IE students at approximately first semester of the sophomore, junior and senior levels of the IE curriculum. Each seminar offering will be unique and will feature guests who are experienced in or are associated with engineering activities. These seminars are intended to provide career preparation information for the IE student in regard to the professional activities of practicing industrial engineers. Students will also have the opportunity to provide feedback and offer suggestions to improve the industrial engineering program. Subjects of discussion may include such topics as typical industrial engineering on-the-job activities, the engineering challenge, professional ethics, professional societies, professional engineering registration, career opportunities, computer and automation impact, etc. Prerequisite: IE student.

## Information Literacy

Course Description

### **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

See Business

## Irish Studies

**Requirements for an Interdisciplinary Minor in Irish Studies:** A minimum of 15 semester credits. Core Courses: HIST 242 and ENGL 243. At least nine credits must come from these Affiliate Courses: HIST 343, 368; THEO 245 (HIST 245), 313; THTR 386; MUS 114; KIN 218; SOC 380; WMST 320.

**Entry procedure for Irish Studies Minor:** A course of study should be worked out with the advisor, and Irish Studies program director.

## Justice and Peace

**Requirements for Interdisciplinary Minor in Justice and Peace:** 18 semester credits including PHIL 302, 343, SVLN 201, THEO 219; and nine semester credits in courses related to justice and peace from the following: ART 350, 352; CRJU 316, 487; ECON 321, 329, 331; ENGL 223, 243, 345; GEOG 205; HIST 220, 225, 230, 235, 315, 342, 365; INTL 221, 372, 377; KIN 207; MGMT 337, 338; MUS 115; PHIL 210, 311;

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

PSCI 304, 309, 313, 325; PSYC 306, 321, 325; SOC 120, 240, 265, 280; THEO 300, 306, 362, 403.

### **Entry Procedures for Justice and Peace Minor:**

Students pursuing a Justice and Peace minor should select a mentor from the Justice and Peace advisory committee, who will guide and direct the student in selecting courses. Students who wish to substitute courses for ones listed must have the approval of the director.

## Kinesiology

### **Bachelor of Science with a Major in Exercise Science**

**Foundation Requirements for a major in Exercise Science:** BIOL 103, 104, 202, 204; CHEM 105, 106; PHYS 203, 204; KIN 149, 206; STAT 213. **Core Requirements:** KIN 215, 260, 282 WI-340, 341, 350, WI-361, 390, 406; PSYC 403; 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 WI-361, plus an additional writing intensive course; PSYC 403 may be replaced with PSYC 540 Neuroanatomy & Neurophysiology.

### **Bachelor of Science with a Major in Human Performance and Fitness**

**Foundation Requirements:** BIOL 101 or 103 or 112; CHEM 103 or 105; KIN 260 or PSYC 403; KIN 149, 206, 363; PSYC 105; STAT 213. **Core Requirements:** BIOL 202, 204; KIN 215, 258, 275, 282, WI-340, 341, 350, WI-361, 390, 392, 406, 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 WI-361, plus an additional writing intensive course; PSYC 403 may be replaced with PSYC 540 Neuroanatomy & Neurophysiology.

### **General Physical Education Major**

**Foundation Requirements for a major in Physical Education (Non-teaching):** KIN 149, 260, 363; BIOL 101 or 103 or 112, 202. **Core**

**Requirements:** KIN 113, 206, 220, 221, 222, 280, 282, 304, WI-340, WI-361 or KIN 365, 407, 418. Activity Requirements: KIN 210 and 309 or 331; KIN 200 or 300 or 400; KIN 214 or 301.

### **Sport Management Major**

**Foundation Requirements for Majors in Sport Management:** ACCT 201; CSCI 120; ECON 101 or 201 or 202; HIST 140 or SOC 101. **Core Requirements:** COMM 240; FNCE 300; KIN 190, 192, WI-306, 307, 363, 408, 419; MGMT 310; PHIL 305.

### **Physical Education Teaching Majors**

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.

### **Foundation Requirements for a Physical**

**Education Teaching Major:** KIN 149, 260, 270, WI-361, 363, 365; BIOL 202. **Core**

**Requirements:** KIN 113; 200 or 300 or 400; 206, 207, 210, 215, 220, 221, 222, 280, 301, 304, 309, 311, 331, 407, 412, 415; HIST 111 or 112 or PSCI 101 or 102; SPED 310; EDUC 205/207, 284, 300, WI-301, 308, 309, 338, 433.

### **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 24 semester credits including: **Foundation Requirement:** KIN 149. **Core Requirements:** BIOL 202, KIN 206, 270, 271, 272, WI-340, 370, 371. Eight hours from the following: KIN 215, 273, 282, 300, 365, 400; PSYC 201, 205, 284, 305, 350; SOC 323, 336, 342. Education courses required for teaching are listed in the Education Department section.

### **Requirements for a Minor in Health Education:**

**24 credit hours including: Foundation Requirement:** KIN 149; **Core Requirements:** KIN 206, 270, 271, 272, WI-340, 370, 371, BIO 101, 103 or 112. Eight hours from the following: KIN 215, 273, 282, 300, 365, 400; PSYC 201, 205, 284, 305, 350; SOC 323, 336, 342.

### **Athletic Coaching**

Requirements for Coaching Authorization: The State of Iowa requires five major content areas to receive a coaching authorization: PSYC 284 or PSYC 305; KIN 215; BIOL 202 or KIN WI-361 or KIN 365 with department chair permission; KIN 412 or a coaching course.

### **Course Descriptions**

#### **General Education courses open to all students +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

## Undergraduate Programs

chronic disease prevention.

*A medical certificate of physical fitness is required of all students who participate in any PE activity course. The medical certificate filed at the time of admission is sufficient if it has been filed within the past four years.*

### **Lifetime Activity Classes**

Activity Classes cover the theory and practice of the activities and sports listed, including skills fundamentals, strategy, rules, and safety/consumer practices.

<b>+KIN 100. Beginning Swimming</b>	<b>1 credit</b>
<b>+KIN 101. Fitness Swimming</b>	<b>1 credit</b>
<b>+KIN 120. Conditioning and Self-Defense</b>	<b>1 credit</b>
<b>+KIN 125. Physical Education Topics</b>	<b>1 credit</b>
<b>+KIN 155. Fitness</b>	<b>1 credit</b>
<b>+KIN 158. Weight Training</b>	<b>1 credit</b>
<b>+KIN 159. T'ai Chi</b>	<b>1 credit</b>
<b>+KIN 160. Basketball</b>	<b>1 credit</b>
<b>+KIN 161. Softball</b>	<b>1 credit</b>
<b>+KIN 165. Developmental Physical Education</b>	<b>1 credit</b>
For students unable to participate in regular physical education classes. Prerequisite: Permission of the instructor.	
<b>+KIN 199. Beginning Volleyball</b>	<b>1 credit</b>
<b>+KIN 200. Intermediate Swimming</b>	<b>2 credits</b>
<b>+KIN 201. Beginning Bowling</b>	<b>1 credit</b>
<b>+KIN 203. Beginning Tennis</b>	<b>1 credit</b>
<b>+KIN 204. Beginning Badminton</b>	<b>1 credit</b>
<b>+KIN 205. Beginning Golf</b>	<b>1 credit</b>
<b>+KIN 208. Outdoor Cycling</b>	<b>1 credit</b>

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

**+KIN 211. Beginning Modern Dance 2 credits**  
Provides instruction in beginning modern dance techniques. Students will gain basic skills in modern dance techniques.

**+KIN 212. Beginning Jazz Dance 2 credits**  
Provides 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 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 262. Varsity Athletics 1 credit**  
This course can only be taken once per year, four times maximum.

### **Professional Development Courses**

**KIN 113. Introduction and History of Health, Physical Education and Sport Science 2 credits**  
Introductory course with focus on historical, theoretical and philosophical aspects of physical education. Emphasis on role of physical education and sport in society and career opportunities.

**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.

**+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 207. Stunts & Tumbling for Physical Educators** **1 credit**

Developmental approach to body management and strength building through stunts and tumbling activities. Emphasis on creativity, form and quality of performance. Skills progressions will be identified.

**KIN 210. Games and Rhythms** **2 credits**

Participation in games and rhythms related to elementary school children. Focus on inclusive strategies and adaptation of activities to specific grades. Minimal time on lesson plans, unit outlines, teaching methods, playground supervision.

**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 220. Introduction to Motor Skills and Aerobic Development** **2 credits**

For PE majors/minors only. Develops basic locomotion and non-locomotion skills as well as developing a fitness profile for each participant. Taken in first year or sophomore year. Class will focus on motor skill 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**

Basic through advanced motor skill development in hockey, softball, basketball, team handball, soccer, and volleyball. For Physical Education majors/minors only. Prerequisites: KIN 220; majors only or instructor's permission.

**KIN 222. Skills in Individual Sports** **2 credits**

Develops motor skill abilities in individual sports of pickleball, bowling, tennis, badminton, and golf taken in the first year or sophomore years. For physical education majors/minor only. Prerequisites: KIN 220; majors only or instructor's permission.

**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 learn 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. Prerequisite: BIOL 202- C or better.

**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 270. Personal and Consumer**

**Health in School and Community**      **2 credits**

Study of personal and consumer health including health promotion and disease prevention strategies and the selection of health related information, goods and services. Emphasis on health literacy skills, coordinated school health programs and community wellness advocacy. Prerequisite: KIN 149.

**KIN 271. Health Topics I: Substance Use & Abuse, Family Life, Mental Health**      **2 credits**

Focus on substance use and abuse, family life, and mental health with an emphasis on health promotion and disease prevention. Signs and symptoms of disease, prevention strategies, early intervention options and current treatments are emphasized. Includes focus on prevention strategies for individuals, families, and communities. Prerequisites: KIN 149, 270.

**KIN 272. Health Topics II: Public and Community Health Theories and Systems**      **2 credits**

Overview of public and community health system and programs with emphasis on protection and care of individual and family. Focus on theoretical frameworks for change and delivery of health-related prevention, early intervention, and treatment programs. Prerequisites: KIN 149, 270.

**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 set-

tings. This course is designed to provide students a strong foundation for group fitness certification and employment in the aforementioned settings. Prerequisites: BIOL 101, 103, or 112; KIN 149.

**KIN 280. Special Physical Education**      **3 credits**

Provides an overview of general program development related to impairments, disabilities, and handicapping conditions of the mentally, physical, and emotionally challenged individual. Emphasis is placed on both medical and educational methods to meet needs of these challenged individuals.

**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. Prerequisite: KIN 149.

**KIN 300. Advanced Swimming (Lifeguard Training)**      **2 credits**

Knowledge and practical experience in lifeguard training. The American Red Cross certification for Lifeguard and CPR for the Professional Rescuer will be given to those who successfully complete the necessary requirements. Prerequisite: KIN 200 Intermediate Swimming 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.

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

**KIN 304. Administration and Organization of Health, Physical Education, and Athletics** **3 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 intercollegiate athletics.

**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. Prerequisites: KIN 190; ECON 101 or 201 or 202.

**KIN 307. Planning and Management of Sport Facilities and Events** **2 credits**

This course is designed for the Sports Management major. Details concerning facility and event construction. Prerequisites: KIN 190.

**KIN 309. Elementary Physical Education Methods** **2 credits**

Developing a plan of a total program of physical education for elementary school children. Progressions of skill activities, techniques, organization, and methods of teaching age-appropriate programs. Emphasis is placed on child development and physical education objectives. Prerequisites: KIN 220, 221, 222 or instructor's permission.

**KIN 311. Practical Experience in Teaching Physical Education** **1 credit**

Supervised practical experience at the elementary and/or secondary level. Open only to Physical Education majors and minors. Prerequisites: EDUC 205, junior level status, KIN 309 or 331.

**KIN 321. Coaching Football; KIN 322. Coaching Basketball; KIN 323. Coaching Track; KIN 324.**

**Coaching Baseball; KIN 325. Coaching Volleyball; KIN 326. Coaching Soccer** **2 credits**

Coaching classes are designed to be sport specific and include sport strategies, scheduling, training, motivation, ethics, nutrition and styles of coaching.

**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 220, 221, 222 or instructor's permission.

**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; BIOL 101 or 103 or 112.

**KIN 341. Exercise Pharmacology and Sport Nutrition** **3 credits**

Provides students with the skills to understand drugs and supplements that are frequently used by the physically active population and those seeking to be physically fit. Students will also learn how various commonly used drugs and supplements 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. Prerequisite: BIOL 202.

**KIN 350. Scientific Principles of Strength and Conditioning** **3 credits**

This course is designed to build on the scientific principles learned in BIOL 202 and BIOL 204 within the context of strength and conditioning for athletic populations. Special emphasis will be placed on muscle physiology, athletic training adaptations, and strength and conditioning program design for athletes. Additionally, this course

## Undergraduate Programs

will include hands-on strength and conditioning technique training. The course is ideal for students who wish to become NSCA Certified Strength and Conditioning Specialists, which is a well-respected professional certification for those working in health and fitness, strength and conditioning, and physical therapy settings. Prerequisites: BIOL 202, KIN 390 (or co-requisite). Recommended KIN WI-361.

### **WI-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.

### **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.

### **KIN 365. Exercise Physiology for Physical Educators** **3 credits**

This course 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. Prerequisite: BIOL 202.

### **KIN 370. Methods and Materials in Health Education** **2 credits**

Concepts of health education program design, development, delivery, and evaluation to include analysis of objectives and content, construction of teaching/learning modules, selection of resources, and application of assessment and

evaluation strategies. Emphasis on components of comprehensive school health program. Prerequisites: KIN 270, 271, 272, WI-340.

### **KIN 371. Practical Experience in Health Education** **1 credit**

Supervised practicum in a school or community-based 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: Instructor's permission, junior status.

### **KIN 390. Exercise Physiology** **4 credits**

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. Includes lab. Prerequisite: BIOL 202 ("C" or better). Recommend BIOL 204.

### **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: BIOL 202 - C or better; Co-requisite: KIN 390 or 365.

### **KIN 400. Water Safety Instructor** **2 credits**

Knowledge and practical experience in water safety instructor skills. The American Red Cross certification for WSI will be given to those who successfully complete the necessary requirements. Prerequisites: KIN 200 or equivalent ability.

### **KIN 406. Exercise Prescription and Program Design** **3 credits**

This course is seen as the pinnacle of the National Strength and Conditioning Association Educational Recognition Program and incorporates all components of the ACSM Endorsement

+ = Applicable toward general education degree requirements  
WI = Writing intensive course



Program's KSA's. As such, emphasis within the course will be on integrating 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 hands on work with clientele. 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, plus: BIOL 202 & 204 - "C" or better, KIN 350, WI-361, 390, or instructor's permission.

**KIN 407. Senior Seminar 1 credit**

Methods and strategies to maximize content area knowledge and content literacy. Emphasis on content reading and literacy learning for individuals and school / community programs. Capstone activities to demonstrate literacy skills and mastery of subject matter. Prerequisite: Senior status.

**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. Prerequisite: Senior status and permission from Instructor.

**KIN 412. Practical Experience in Coaching Sports 1 credit**

Supervised coaching in local elementary, junior high 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. Prerequisite: 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. Prerequisite: MATH 151 or higher.

**KIN 418. Internship 6-8 credits**

Internship is designed to provide practical experience for majors in General Physical Education and Human Performance & Fitness. Placement includes YMCA, Park and Recreation, Wellness Centers and hospitals. Prerequisites: Junior status and permission of Internship Coordinator

**KIN 419. Internship: Sport Management 10 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 450-500 hours of working closely with professionals in the field.

## Languages and International Studies

The Department of Languages and International Studies offers minors and majors in French, German, and Spanish. Students can complete a language minor or major only by combining on-campus study with a study abroad experience. French and German minors and majors must take at least six hours of language on the SAU campus. Spanish minors and majors must take at least 18 hours of language on the SAU campus.

All language (French, German, Spanish) minors and majors are required to participate in a Study Abroad program in a country where the target language is spoken. Language minors are required to participate in at least one short-term program abroad (of a minimum of 2 weeks in duration). Language majors are required to participate in at least one long-term program abroad (of a minimum of 15 weeks in duration). Faculty of the department must pre-approve all programs and courses taken abroad. If a student has completed an academic program of study abroad prior to enrollment at St. Ambrose, the faculty of the department will determine on a case-by-case basis, if said program meets the study abroad requirement for a language minor or major at St. Ambrose. Language majors must take six hours at the 300-level on the St. Ambrose campus, plus the 400 Capstone course. Language minors must take 6 hours at 300-level on St. Ambrose campus.

Education courses required for a teaching major or minor are found in the Education Department section of this catalog. Education majors seeking a teaching endorsement in the area of languages must consult the Education department for current requirements.

In order to ensure enrolling at the appropriate

level, students wishing to continue their language study beyond the 101 level must take a placement exam. Information on the latter is available at the Student Success Center.

The department encourages students who have language experience, either through high school credit or because they are native speakers of languages other than English, to take CLEP exams. The department accepts up to 14 semester hours of credit, depending on the scores obtained on the exams. CLEP exams cannot be taken after students have received credit in a college language course. Therefore, students are encouraged to take CLEP exams prior to enrolling in college in order to receive credit, and in order to be placed at the appropriate level of language study.

Students who have studied the same language for less than three years in high school must take the placement exam before registering for any classes above the 101 level.

Students who have studied less than three years of high school language in a language not offered at St. Ambrose may complete this requirement by taking course work in any language offered at St. Ambrose, the same language throughout their studies. Their total foreign language course work must total to an equivalent of three semesters of college-level language study.

An international student for whom English is not the first language is exempt from the Foreign Language competency requirement.

Many courses are offered on a cycled basis. Please consult with the department chair in order to avoid delays in beginning a language sequence

The department also offers a multi-disciplinary minor in International Studies. Course offerings in this and other departments that may be taken to fulfill requirements for the IS minor

### International Studies

**Requirements for an International Studies Minor**  
**Core courses:** 15 credit hours including: a foreign language through level 302; HIST 102 or 338; IS 310; PSCI 309 or 313 or 316. **Electives:**

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

Choose two of the following: PSCI 309, 313, 316; INTL 221; MKTG 322; ECON 331; HIST 102, 220, 225, 230, 235, 315, 337, 338; ART 351, 352, 353; PHIL 365; IS 101, 103, 201, 204, 210; THEO 250; SOC 210; GEOG 205, 370; MUS 115 (2 cr); WMST 201; ENGL 221.

#### Course Descriptions

*Note: The following courses require no knowledge of a foreign language.*

#### **+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 4 credits**

Foreign experience. Introduction to culture in general and specifically to the study of the cultures of the country or countries visited as they contrast with U.S. culture.

#### **+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. Capstone Experience 3 credits**

Team-taught, interdisciplinary course bringing together all previous course work done in pursuit

of an international studies minor.

#### French

**Requirements for a Major:** 18 semester credits of French at the 300-level, fulfilled only by studying abroad. At least six hours must be taken at the 300-level on the St. Ambrose campus plus the FREN 400 Capstone course. Teaching majors need to complete EDUC 344, and a program of study approved by both the Language and Education Department chairs.

**Requirements for a Minor:** 12 semester credits of French in courses at the 300-level. Students who minor in French must take at least six hours at the 300-level on campus.

#### Course Descriptions

**+FREN 101. First Semester French 4 credits**  
Acquaints the student with French through experiences in the five language skills of understanding, speaking, reading, writing and culture.

**+FREN 102. Second Semester French 4 credits**  
Continuation of FREN 101. Prerequisite: French 101 or equivalent score on placement exam.

**+FREN 103. Intensive 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. Instructor's permission required.

**+FREN 201. Third Semester French 3 credits**  
Review and greater mastery of written and spoken French. Readings of French texts. Prerequisites: FREN 101, 102 or equivalent score on placement exam.

**+FREN 202. Fourth Semester French 3 credits**  
Continuation of FREN 201. Prerequisites:

## Undergraduate Programs

FREN 101, 102 and 201 or equivalent score on placement exam.

**+FREN 301. Advanced French I 3 credits**

Advanced study of grammar, stylistics, and vocabulary. Development of both written and oral skills. Emphasis on acquisition of composition skills. Readings on contemporary French culture. Prerequisite: FREN 202.

**+FREN 302. Advanced French II 3 credits**

Continuation of FREN 301 with greater emphasis on conversational skills and use of some colloquial French. Readings of French texts, television and radio. Prerequisite: FREN 202.

**FREN 310. Special Topics in French 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 320. Independent French 1–6 credits**

Department approval. Repeatable. Prerequisites: FREN 301, 302; five years of high school French or equivalent on placement exam.

**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. Prerequisite: Instructor's permission required.

German

**Requirements for a Major:** 18 semester credits of German at the 300-level, fulfilled only by studying abroad. At least six hours must be taken at

the 300-level on the St. Ambrose campus plus the GERM 400 Capstone course. Teaching majors need to complete EDUC 344, and a program of study approved by both the Language and Education Department chairs.

**Requirements for a Minor:** 12 semester credits of German in courses at the 300-level. Students who minor in German must take at least six hours at the 30-level on campus.

Course Descriptions

**+GERM 101. First Semester German 4 credits**

Acquaints the student with German through experience in the five language skills of understanding, speaking, reading, writing and culture.

**+GERM 102. Second Semester German 4 credits**

Continuation of GERM 101. Prerequisite: GERM 101 or equivalent placement exam score.

**+GERM 103. Intensive 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. Instructor's permission required.

**+GERM 201. Third Semester German 3 credits**

Review and greater mastery of written and spoken German. Readings of German texts. Grammar review. Prerequisites: GERM 101, 102 or equivalent score on placement exam.

**+GERM 202. Fourth Semester German 3 credits**

Continuation of GERM 201. Prerequisites: GERM 101, 102 and 201 or equivalent score on placement exam.

**+GERM 301. Advanced German I 3 credits**

Advanced study of grammar, style and syntax.

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

Development of both written and oral skills.  
Emphasis on acquiring composition skills.  
Readings from collections of short stories.  
Prerequisite: GERM 202.

**+GERM 302. Advanced German II**      **3 credits**  
Continuation of GERM 301 with greater emphasis on conversational skills and use of colloquial German. Readings from German texts, television and radio. Prerequisite: GERM 202 suggested.

**GERM 310. Special Topics in German**      **3–9 credits**  
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: GERM 301, 302 or equivalent on placement exam.

**GERM 320. Independent German**      **1–6 credits**  
Department approval. Repeatable. Prerequisites: GERM 301, 302 or equivalent

**GERM 400. Capstone Experience**      **3 credits**  
A required course for German 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 German and design and complete a final project with the guidance of their advisor in the department. Prerequisite: Instructor's permission required.

Spanish

**Requirements for a Spanish Major:** 27 semester credits of Spanish courses at the 300+ level. Majors must participate in at least one program abroad (Spanish-speaking country) for a minimum of 15 weeks. The following courses (or their equivalent in a Study Abroad program or as transfer credit) must be taken for the major: Twelve hours in the following: (or all four courses): SPAN 311, 312, 313, and 314; Three hours in the following (or at least one of the three

courses): SPAN 320, 321, 322; Nine hours in the following: SPAN 330, 331, 332, 333, 350; Three hours in SPAN 400, the capstone experience, specifically required for all majors.

**Requirements for a Minor:** 18 semester credits of Spanish in courses at the 300-level. Twelve hours in the following: SPAN 311, 312, 313, and 314; Three hours in the following: SPAN 320, 321 or 322; Three hours in the following: SPAN 330, 331, 332, 333 or 350. Students who minor in Spanish must take at least six hours at the 300+ level on campus.

**Requirements for a Spanish Major for students who do not study abroad for a full academic year:** 18 semester credits of Spanish courses at the 300-level. Minors must participate in at least one program abroad (Spanish-speaking country) for a minimum of 2 weeks. The following courses (or their equivalent in a Study Abroad program or as transfer credit) must be taken for the minor: Twelve hours in the following: (or all four courses): SPAN 311, 312, 313, and 314; Three hours in the following (or one of the three courses): SPAN 320, 321, 322; Three hours in the following (or one of the four courses): SPAN 330, 331, 332, 333. At least six hours of 300-level Spanish must be completed on the SAU campus for the minor.

Course Descriptions

**+SPAN 101. First Semester Spanish**      **4 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**      **4 credits**  
Continuation of SPAN 101. Prerequisite: SPAN 101 or equivalent on placement exam.

**+SPAN 103. Intensive 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

## Undergraduate Programs

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.

Instructor's permission required.

### **+SPAN 201. Third Semester Spanish 3 credits**

Review and greater mastery of Spanish idiomatic usage, oral and aural skills. Readings of Spanish texts. Two years of high school Spanish or equivalent are required. Prerequisites: SPAN 102 or 103.

### **+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. Prerequisite: SPAN 201 or equivalent score on placement exam.

### **+SPAN 203. Spanish for the Professions 3 credits**

Introduction to Spanish in business, law/law enforcement, medical, education or social service fields. 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. Prerequisite: Equivalent score on placement exam.

### **+SPAN 311. Advanced Spanish**

#### **Grammar**

**3 credits**

An in-depth study of Spanish grammar, syntax and phonetics. Prerequisite: SPAN 202.

### **+SPAN 312. Oral Spanish 3 credits**

Practice in speaking Spanish in a variety of formal and informal contexts, including presenta-

tions and debates. Prerequisite: SPAN 202.

### **+WI-SPAN 313. Writing in Spanish 3 credits**

Practice writing in Spanish; principles of Spanish stylistic patterns; creative writing in Spanish; compositions in Spanish. Prerequisite: SPAN 202.

### **+SPAN 314. Intro to Hispanic**

#### **Literature**

**3 credits**

An introduction to Hispanic literature including narrative, poetry, drama and the essay. Works of Spanish, as well as Latin American authors, including both contemporary and older works, will be read and analyzed. Focus will be on learning to interpret literary works rather than just comprehending the meaning of the text.

Prerequisites: SPAN 311, 312, and 313.

### **SPAN 320. Spain**

**3 credits**

A survey of Spanish culture(s) from its beginnings to the present, with a focus on history, social relations, artistic production and cultural diversity. Prerequisite: SPAN 314.

### **WI-SPAN 321. Latin America**

**3 credits**

A survey of Latin American culture(s) from the Pre-Colombian and Colonial periods to the present, with a focus on history, social relations, artistic production, and cultural diversity.

Prerequisite: SPAN 314.

### **SPAN 322. US Latina/o Literature and**

#### **Culture**

**3 credits**

A survey of the literature and cultural production of and about people of primarily Mexican, Puerto Rican, and Cuban descent in the United States. Taught in Spanish and English.

Prerequisites: SPAN 314.

### **SPAN 330. Early Spanish Literature 3 credits**

An introduction to significant authors, texts, and literary movements from the Medieval period through the 19th Century, with a focus on a particular topic, issue or movement.

Prerequisite: SPAN 314.

### **SPAN 331. Early Latin American**

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

**Literature** **3 credits**

An introduction to significant authors, texts, and literary movements from the Medieval period through the 19th Century, with a focus on a particular topic, issue or movement.

Prerequisite: SPAN 314.

**SPAN 332. Contemporary Spanish Literature** **3 credits**

Introduction to significant authors, texts and literary movements from the 20th and 21st centuries, with a focus on a particular topic, issue or movement. Prerequisite: SPAN 314.

**SPAN 333. Contemporary Latin America Literature** **3 credits**

Introduction to significant authors, texts and literary movements from the 20th and 21st centuries, with a focus on a particular topic, issue or movement. Prerequisite: SPAN 314.

**WI-SPAN 334. Spanish and Latin America Film** **3 credits**

Introduction to the national cinemas of Latin America and Spain; a voyage across the Spanish-speaking world through the eyes of filmmakers, with a focus on linguistic differences and political, historical, and cultural issues of significance. Prerequisite: SPAN 314.

**SPAN 350. Special Topics** **3 credits**

A special topics course designed for the in-depth study of a topic in literature, linguistics or culture otherwise not available through regular course offerings. Prerequisites: SPAN 314 and Instructor's consent required.

**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. Prerequisite: Instructor's permission required.

## Learning Skills

Course Descriptions

**LS 100. College Reading and Study Skills** **3 credits**

Develops effective college-level reading skills including vocabulary-enrichment, increased comprehension, concentration, and recall. Introduces and facilitates study skills which characterize successful academic behavior, including listening, note-taking, test-taking, studying, and time management. Offers analytical reasoning and problem-solving as aspects of learning and use of writing as a mode of understanding text. Elective credit only. Competency level of *C* required before student may enroll in higher level course.

**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 and professional journal selections.

**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

## Undergraduate Programs

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.

## Management

See Business

## Managerial Studies

See Business

## Marketing Studies

See Business

## Mathematics

**Requirements for a Bachelor of Science with a Major in Mathematics:** 37 credits including MATH 191, 192, WI-220, 290, 300, 320, 370, 380, WI-395, WI-396; three courses from: MATH 291, 301 or 305, 371, 375, 381, 400; Complete CSCI 195 or another approved computer language, and at least one of the following sequences: BIOL 103 and 104, CHEM 105 and 106, PHYS 203 and 204, or PHYS 251 and 253.

**Requirements for a Minor in Mathematics:** 20 credits including MATH 191, 192, 290 and 300, and at least two courses from: MATH WI-220, 291, 301 or 305, 320, 370, 380.

### **Mathematics Education**

**\*Requirements for a Bachelor of Science with a Major in Mathematics Education:** 33 credits in mathematics including MATH 191, 192, WI-220, 290, 300, 338, 340, 360; three courses from

MATH 291, 301 or 305, 320, 370, 380, 400; six credits in computer science including CSCI 195 and another CSCI elective; and at least one of the following: BIOL 103, CHEM 105, PHYS 203 or 251.

### **Requirements for a Secondary Teacher's**

**Certificate with a Minor in Mathematics:** 27 semester credits in mathematical sciences including MATH 191, 192, WI-220, 290, 300, 338, 340, 360, and one course from MATH 291, 301 or 305, 320, 370, 380; and six credits in computer science including CSCI 195 and another approved computer language. Education courses required for a teaching major are listed in the Education Department section.

### Course Descriptions

#### **MATH 090. Fundamentals of**

#### **Mathematics**

**3 credits**

Designed to isolate, diagnose and overcome weaker areas of a student's mathematics background. Offers a general review of fundamental concepts in arithmetic and elementary algebra. Students should enroll only if indicated by placement test results. MATH 090 does not count toward the 120-hour requirement. Pass/No Pass Course.

#### **MATH 091. Fundamentals of**

#### **Math Workshop**

**1 credit**

This course is a student-paced, instructor-supported workshop where students will consult with the instructor and their peers while progressing through a series of simple exercises targeting specific skills sets. The contents of MATH 091 are intended to match its counterpart MATH 090. MATH 091 does not count toward the 120-hour requirement. Pass/No Pass Course.

#### **MATH 095. Intermediate Algebra** 3 credits

Developmental course in algebraic operations, linear equations and inequalities, problem solving, polynomial expressions, factoring, rational expressions and equations, radical expressions

+ = Applicable toward general education degree requirements  
WI = Writing intensive course



and equations, quadratic equations. MATH 095 does not count toward the 120-hour requirement. Competency level of “C” or better is required to enroll in higher level courses. Prerequisite: MATH 090 or high school equivalency or appropriate placement test score.

**MATH 096. Intermediate Algebra Workshop 1 credit**

This course is a student-paced, instructor supported workshop where students will consult with the instructor and their peers while progressing through a series of simple exercises targeting specific skills sets. The contents of MATH 096 are intended to match its counterpart MATH 095. MATH 096 does not count toward the 120-hour requirement. Pass/No Pass Course.

**MATH 101. Orientation to College Math 1 credit**

This course is a student-paced, instructor supported workshop where students will consult with the instructor and their peers while progressing through a series of simple exercises targeting specific skills sets. The contents of MATH 101 is a selection of topics commonly encountered in courses such as College Algebra or Mathematics for Business. MATH 101 does not count toward the 120-hour requirement. Prerequisites: MATH 096.

**+MATH 131. Math for the Liberal Arts 3 credits**

A survey of topics in applied mathematics stressing the connections between contemporary mathematics and modern society. Topics include management science, statistics and probability, geometry, and social choice. The course meets general education requirements in mathematics. It may not be used to meet prerequisites for MATH 151. Prerequisite: MATH 095 or high school equivalency or appropriate placement test score.

**+MATH 151. College Algebra 3 credits**

Functions, relations, coordinate systems, properties and graphs of elementary functions including polynomials, logarithmic and exponential func-

tions. Elementary manipulations of matrices and determinants. Systems of linear equations and their solution methods. Prerequisite: MATH 095 or high school equivalency or appropriate placement test score.

**MATH 152. Trigonometry 3 credits**

Angles and their measure. Trigonometric functions and their graphs. Trigonometric identities. Inverse trigonometric functions and their graphs. Applications of trigonometric functions. Prerequisite: MATH 095 or high school equivalency or appropriate placement test score.

**MATH 161. Mathematics for Business/Economics 3 credits**

This course will study the functions, relations and coordinate systems, algebra and the limits of a function. Tangent lines and graphs. The derivative of a function, differentiation rules, marginal analysis and applications of the derivative. Applications to business and economics. Elementary manipulations of matrices and determinants. Prerequisite: MATH 095 or high school equivalency or appropriate placement test score.

**+MATH 171. Precalculus 3 credits**

Introductory course for students planning to take MATH 191. Study of function and operations on functions in a variety of settings. Algebraic, exponential, logarithmic and trigonometric functions; their graphs, properties and applications. Graphing calculator strongly recommended. Prerequisite: MATH 095 or high school equivalency or appropriate placement test score.

**+MATH 191. Calculus and Analytic Geometry I 4 credits**

Functions of single variables; limits, continuity, differentiability, and integrability. Applications of limit, derivatives, differentials and integrals to solutions of physical and social problems. Prerequisites: MATH 151 and 152; or 171, or appropriate placement test score.

**MATH 192. Calculus and Analytic Geometry II** 4 credits

Techniques of integration; polar coordinates; sequences and series. Modeling with differential equations. Intro to partial differentiation and multiple integration. Prerequisite: MATH 191.

**+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. Prerequisite: MATH 095 or high school equivalency or appropriate placement test score.

**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. Prerequisite: MATH 191.

**MATH 230. Topics in Mathematics** 3 credits

Selected topics in pure or applied mathematics. Sophomore-junior level. Prerequisite: Departmental approval.

**MATH 280. Engineering Mathematics I** 4 credits

Development and application of linear algebra and ordinary differential equation topics. The primary concern is for engineering applications. Included topics are: matrices, systems of linear equations, vectors, first and second order differential equations. Higher order differential equations. Laplace transform. Not open to mathematics or mathematics education majors. Prerequisite: MATH 192.

**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. Prerequisite: MATH 191.

**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. Prerequisite: MATH 192.

**MATH 300. Probability and Statistics I** 3 credits

Descriptive statistics, probability concepts, random variables, discrete and continuous distributions, and sampling distributions. Two sample inferences. Sampling considerations. Point and interval estimation of distribution parameters and single sample tests of hypotheses. Prerequisite: MATH 191 or departmental approval.

**MATH 301. Probability and Statistics II** 3 credits

Linear, curvilinear and multiple regressions. Analysis of variance for factorial, blocked, and Latin-squares experimental designs. Nonparametric tests of hypotheses. Testing for independence, randomness and goodness-of-fit. Prerequisite: MATH 300.

**MATH 305. Data Analysis** 3 credits

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; introduction to multivariate statistics. Prerequisite: MATH 300 or departmental approval.

**MATH 320. Ordinary Differential Equations** 3 credits

First-order ordinary differential equations, linear

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

second order and higher differential equations, series solutions, systems of differential equations and their applications, matrix methods for linear systems, existence and uniqueness theorems.

Prerequisite: MATH 192.

**MATH 338. Content Literacy**

**Exploration**

**1 credit**

All secondary grade students in our schools are expected to know how to read, write speak, listen, and think in a variety of content area. Each of those content areas has a specialized language that make it imperative that teachers of all content areas should have knowledge of how to teach using that specialized language in all its forms. Students who are preparing to be music, art, physical education, and math teachers in our schools will learn a variety of skills and develop a series of strategies to ensure that their students are able to comprehend and produce language that is currently used in their courses.

Prerequisite: KIN 331 or MATH 340 or MUS 322/323 or ART 342.

**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 problems, review and evaluation of current literature. 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. Prerequisite: MATH 192.

**MATH 370. Real Analysis I** **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.

**MATH 371. Real Analysis II** **3 credits**

Continuation of MATH 370. Includes sequences and series of function, the Riemann Integral and basic topology. Prerequisite: MATH 370.

**MATH 375. Complex Analysis** **3 credits**

Theory of functions of a complex variable. Complex numbers, analytic function, Cauchy-Riemann equations, complex integration, Cauchy integral formula, Morera's theorem, Liouville's theorem, Contour integration and residue theory. Prerequisites: MATH 192, 220, 290.

**MATH 380. Abstract Algebra I** **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. Prerequisite: MATH 220 or 290 or departmental approval.

**MATH 381. Abstract Algebra II** **3 credits**

Development of group theory through Cauchy's Theorem and the Sylow Theorems. Elementary ring theory. Introduction to modules and vector spaces. Linear algebra, linear transformations and matrices. Prerequisite: MATH 380.

**WI-MATH 395. Undergraduate Seminar in Mathematics** **1 credit**

Selected topics in pure or applied mathematics. Introduction to undergraduate research. Written presentation and group discussion on selected mathematical topics and applications. Prerequisite: Departmental approval.

**WI-MATH 396. Undergraduate Seminar in Mathematics** **1 credit**

Selected topics in pure or applied mathematics. Introduction to undergraduate research. Written presentation and group discussion on selected mathematical topics and applications. Prerequisite: Departmental approval.

**MATH 400. Topics in Mathematics** **3 credits**

Selected topics in pure or applied mathematics. Prerequisite: Departmental approval.

**MATH 490. Independent Study  
in Mathematics** **3 credits**

Reading, writing, or research in mathematics.  
Prerequisite: Departmental approval.

## Music

**Requirements for Bachelor of Arts Degree with a Major in Music:** MUS 099, 201, 202, 207, 208, 301, 302, 307, 308, 319, 325, 326, 327, 401, 407; eight semester credits of applied major, eight semester credits of major ensemble (band or choir) with participation each semester of enrollment; two semester credits of MUS 236; two semester credits of MUS 235, 237, 238, 239, 240, or 242; 4 semesters of foreign language; a piano proficiency exam administered by the department, and a recital in the applied major during the senior year.

**Requirements for Bachelor of Music Education Degree: General and Vocal, K-12:** MUS 099, 201, 202, 207, 208, 237, 240, 244, 301, 302, 307, 308, 319, 320, 322, 324, 325, 326, 327, 401, 407. **Instrumental:** MUS 099, 201, 202, 207, 208, 235, 238, 239 (recommended), 318, 319, 321, 323, 324, 325, 326, 327, 401, 407. Eight credits of applied major; seven credits of major ensemble (band or choir) with participation each semester of enrollment; two credits of MUS 236; MUS 308 with a grade of *C* or better, or successful completion of a sight singing/ear training exam; a piano proficiency exam administered by the department, and a public recital in the applied major during the senior year. For education courses required for a teaching license see the Education Department section.

**Requirements for a Minor in Music:** MUS 201, 202, 207, 208; six credits of MUS 325, 326, 327; four semesters of lessons in an instrument or voice; participation in chorus or band every

semester to total at least four semester credits.  
Recommend: MUS 319.

### Course Descriptions

#### General Courses

**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. Must achieve grade of "B" or better to continue in MUS 201 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** **2 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  
(Voice or Instrument)\*** **1-2 credits**

**+MUS 303. Advanced Applied Music  
(Voice or Instrument)\*** **1-2 credits**

Private lessons in selected instrument or voice. Can be repeated up to eight credits (16 for music majors). 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

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

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. 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. 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 or approval of instructor.

**+MUS 106. Voice Class 1 credit**  
Beginning instruction in voice. No previous knowledge of voice of music is needed.

**+MUS 110. Music Orientation 2–3 credits**  
Designed to acquaint students with a listening appreciation of music, musical form, and musical history. For non-majors. Three-credit option ACCEL format only.

**+MUS 114. Irish Music in the World 2 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 2 credits**  
A listening course exploring the role of music in several world cultures. Recommended for non-majors.

**+MUS 120. Jazz Appreciation 2 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 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. Prerequisite: MUS 101, or the ability to read music. Student capacity 8.

**MUS 317. Introduction to Musical Theatre 3 credits**  
Cross-disciplinary 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 450. Independent Study in Music 1–3 credits**  
Students must have successfully completed MUS 302 (with C or better) and have junior or senior standing as a music major. Signature of instructor required.

## ENSEMBLES

**+MUS 111. University Chorale 1 credit**  
A select mixed-voice choir which studies and performs significant choral literature of all periods

## Undergraduate Programs

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 117. Symphonic Band 1 credit**

A select 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. Enrollment by audition and consent of the director. Maximum of eight credits may be used toward a degree.

**+MUS 118. Jazz Ensemble/Combos 1 credit**

Select performing groups that study and perform music in various jazz styles. Rehearsal and performance of jazz music 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. Enrollment by audition and consent of the director.

**+MUS 119. SAU Community Symphony Orchestra 1 credit**

Ensemble concentrating on a variety of orchestral literature. Instructor's permission required.

**+MUS 121-127. Ensemble 1 credit**

Ensemble work in the following groups:

- 121. Vocal Ensemble
- 122. String Ensemble
- 123. Woodwind Ensemble
- 124. Brass Ensemble
- 125. Piano Ensemble

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

126. Mixed Ensemble

127. Percussion Ensemble

Enrollment by consent of the appropriate faculty member. Offered on as-needed basis. Maximum of four credits may be used toward a degree.

**MUS 311. Chamber Singers 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.

**+MUS 313. STAMVOJA 1 credit**

Vocal jazz performing ensemble. Membership by audition.

### MUSIC THEORY

**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-chords tones, dominant and non-dominant sevenths, sequential progressions, cadences, motives, phrases, and periodic forms. Introduction to chromatic harmony. Prerequisite: MUS 201 with "C" or better.

**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. Keyboard realization of intervals, scales, triads, seventh chords, and brief diatonic progressions.

**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. Hypermeter. Keyboard realization of lead-sheet symbols and longer diatonic progressions. Prerequisite: MUS 207 with

“C” or better.

**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. Prerequisite: MUS 202 with “C” or better.

**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. Sonata, rondo, and variation forms. Prerequisite: MUS 301 with “C” or better.

**MUS 307. Aural Skills III** **2 credits**

Continuation of MUS 208. Modes and extended tertian chords, chromatic melodies, chord progressions, modulation, two-voice melodic dictation, syncopation, hemiola, and irregular division of the beat. Keyboard realization of altered lead-sheet symbols and chromatic chord progressions. Prerequisite: MUS 208 with “C” or better.

**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. Keyboard realization of modulating chromatic progressions and basic impressionistic and 20th-century materials. Prerequisite: MUS 307 with “C” or better.

**MUS 401. Counterpoint** **2 credits**

Theoretical and practical study of counterpoint, and stylistic writings in the style of 16th and 18th 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. Prerequisite: MUS 301 with “C” or better.

**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. Culmination in public lecture/presentation. Prerequisite: MUS 302 with “C” or better.

**MUSIC HISTORY AND LITERATURE**

**+MUS 310. 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. Prerequisite: Instructor permission. (Same as THEO 310)

**WI-MUS 325. Music History and Literature: Antiquity to 1750** **3 credits**

Detailed study of the history of music and music literature of the period. Prerequisite: MUS 202

**MUS 326. Music History and Literature: 1750 to 1910** **3 credits**

Detailed study of history of music and music literature from 1750-1910. Prerequisite: MUS 202.

**WI-MUS 327. Music History and Literature III** **3 credits**

Detailed study of art music since 1910, popular music styles (especially in U.S.) and ethnomusicology. Prerequisite: MUS 202.

**MUSIC EDUCATION**

**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 elemen-

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tary 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. 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. Music majors only.

### **MUS 236. Technique for Piano** 1 credit

Basic keyboard skills for classroom and personal use, including scales, chords, harmonization, sight reading, and transposition. Required for first-year music majors. May be repeated for credit. Music majors and minors 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. 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. Music majors only.

### **MUS 239. Technique for String Instruments** 1 credit

Basic skills for playing string instruments. Planning a course of study. Simulates classroom situations and methods. 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. Music majors only.

### **MUS 242. Piano Pedagogy and Literature** 1 credit

Overview of methods and materials for teaching piano at all levels. Listening lectures pertaining to piano literature from 1700 to the present.

### **MUS 244. Music for the Elementary Classroom** 3 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 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.

### **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.

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**MUS 320. Conducting II: Choral 3 credits**

Selection of choral literature will be addressed. Refining the techniques of rehearsing and conducting choral music. Prerequisite: 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. Prerequisite: 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. Prerequisite: 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). Prerequisite: 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.

## Natural Science

Course Descriptions

**+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. Prerequisite: MATH 095 or equivalent.

**+NSCI 202. Earth Science 3 credits**

Evolution of earth's land forms. Atmospheres, surface features and interior of the earth. Rocks

and minerals. Plate tectonics theory. Two lectures and one laboratory period per week. Prerequisite: Math 095 or equivalent.

**+NSCI 205. Physical Geography 3 credits**

Natural environment with emphasis on spatial interaction of elements; resources and their uses. (Same as GEOG 201)

## New Student Seminar

Course Description

**NSS 101. New Student Seminar 1 credit**

An extended orientation course. Students learn effective time management, reading, note-taking and test-taking skills, as well as information about campus resources and academic policies. Personal adjustment to college and career goals are also explored. Pass/No Pass course.

## Nursing

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 and graduate 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 sensitivity, and critical thinking.

The Bachelor of Science in Nursing (BSN) is a four-year program of study. Upon degree completion, the graduate is eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The licensure examination changes every three years in response to current job analysis for new nurses.

The nursing major is 53 semester credit hours. Students complete three credits of nursing during their first year of study. This early introduction

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to the socialization process for nurses and the early acquisition of nursing intervention skills assist the student to solidify career choice and gain employment skills for the summer recess in a nursing environment.

At the sophomore level students complete nine credits of nursing. These courses assist with the attainment of assessment knowledge and additional nursing intervention expertise. The sophomore nursing credits are repeated in the summer session to allow transfer students to remain on a four-year plan of study if the majority of science prerequisites are completed upon admission to the program.

The remaining 41 nursing credits are distributed between the junior and senior levels. Nursing students gain nursing skills in the university's nursing learning laboratory and at selected clinical sites during their third year of study and practice. During the senior year, students have the opportunity to further develop and refine their nursing practice as members of the health care team. Students spend approximately 38% of their learning time in clinical nursing experiences at the senior level under direct SAU nursing faculty supervision. Students receive an introduction to nursing informatics skills throughout the program. Students graduate with a minor in biology. Advancement to the spring junior clinical experience is qualified by whether the student has attained 80 hours of work experience (beyond the employer's orientation) in a nursing environment. If the student cannot demonstrate completion of clinical work experience by November 30th of the junior fall semester the student will not advance to the junior level. Clinical course work experience should include repeated application of nursing skills learned in Nursing 160. Work experience will be verified by a member of the nursing faculty.

The Department of Nursing offers a Bachelors

of Nursing to students who hold a previous college degree. These students must fulfill the required nursing support courses in addition to the major.

The Nursing Department offers an option to Registered Nurse (RN) students who desire to earn a BSN. RN students can choose between two years of full time study or four years of part time study. RNs who have completed additional general education credits will be able to complete program requirements in less time.

### **Degree Requirements for a Bachelor of Science in Nursing (122 credits)**

Non-licensed nursing students and RN students are required to complete the general education courses as identified in this catalog.

#### **Required Support Courses:**

BIOL 101, 106, 211, 202; NUTR 305; PHIL 310; PSYC 105, 305; SOC 101; PHARM 320

#### **Nursing Courses Required for Non-licensed Nursing Students in BSN Program:**

NURS 150, 160, 260, 300, 310, 350, 351, 352, 353, 354, 355, 390, 400, 410, 420, 430, 450, 460, 470, and 480.

#### **Nursing Courses Required for Licensed RN students:**

NURS 150, 300, 310\*, 390, 410, 420, 430, 450, 460\*, 470 and 480. \*RN students take NURS 310 for 3 credits and NURS 460 for 4 credits.

### **Admission, Transfer, and Advancement Requirements**

#### **Pre-Nursing Admission Policy:**

Students must apply and be admitted to Pre-Nursing to enroll in NURS 150, 160, 260, 300, and 310, or have permission of the Department of Nursing.

To be accepted for admission students must:

1. Complete the Pre-Nursing Application Form.
2. Basic students must have a 2.7 high school GPA in English, Math, Sciences, Social Sciences, and Foreign Language. Internal and external

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

transfer students must have a 3.0 GPA for college credits.

3. Students entering directly from high school must have either: ACT scores of 21 or above; or SAT scores of 990 or above.
4. Submit required health information.
5. After acceptance, but prior to April 15th, students must submit verification of the completed background check, health insurance verification, and current CPR certification.
6. Transfer students who meet the criteria will be admitted on a space-available basis.

Admission deadline dates: Early decision, Nov. 1; Mid-year decision, Dec. 5; and Late decision, Apr. 1.

#### **Nursing Advancement Policy for Junior Level Students**

Each year, 64 students will be admitted to the Nursing major. Students must apply and be admitted to enter junior and senior level nursing courses. To be accepted for admission students must:

1. Have a college cumulative GPA of 3.0 or above.
2. Have completed all prerequisite courses with a grade of C or better, before the start of junior level nursing courses.
3. Validate completion of 80 hours of work experience as a nursing assistant prior to Dec. 1 of the fall semester of the junior year.
4. International students must have a minimum score of 600 on the TOEFL exam.
5. Complete an interview by faculty committee if requested.
6. If the number of applicants exceeds program capacity, a competitive ranking process will apply that incorporates the number of semesters as a current SAU student, GPA, references, Documents of Concern, and an interview with faculty.
7. Students who do not meet the above criteria may submit a letter of request to the Admissions Committee.

8. Admission Deadline: By Feb. 15 students must submit the following documents as an entire packet to the Department of Nursing:
  - a) A completed application;
  - b) An Advising Transcript printed from Beeline, if available; and
  - c) A letter from Records and Registration stating the student's cumulative college GPA.

#### **Nursing Courses with a Clinical Component**

According to the State of Iowa Board of Nursing, be advised that 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**

At the end of the junior and senior years students will complete a national test to assist them to determine their readiness for the licensure exam.

#### **Registered Nurse Student (Licensed)**

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 26 credits of nursing courses. The additional general education credits may be completed through a number of options. RNs are encouraged to meet with the academic advisor in the Department of nursing to select the best approach to meet their learning needs. RN nursing class sequence start in the fall of each year or every other year as determined by RN demand. RNs can progress full-time or part-time.

RN students need to submit the following documents for admission:

- Copy of current RN license
- Official nursing school transcripts

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- Submit Report of Medical History
- A copy of Health Insurance verification
- Current CPR certification
- Criminal Background Check if not currently employed
- A copy of Malpractice Insurance Coverage
- High school transcript to validate 3 years of foreign language

RNs must maintain a 3.0 GPA at SAU.

Prospective students with GPAs below 3.0 can petition the faculty for permission to enroll

### Grading

92 – 100 = A	74 – 79 = C
89 – 91 = B+	65 – 73 = D
83 – 88 = B	0 – 64 = F
80 – 82 = C+	

### Passing Grades and Repeating Courses

A grade of “C” or above must be earned in each nursing course or required support course. A student who receives a grade below “C” in a nursing course may repeat the course one time only. A student who receives two below “C” grades in nursing courses at any time during the program, in either the same course or in separate courses, will be dismissed from the nursing program. In addition, students will be dismissed from the nursing pre-major and major after any two unsuccessful attempts at nursing courses. Unsuccessful attempts include receiving less than a “C” in a nursing course or dropping the course.

Students who are dismissed from the nursing program may apply for readmission to the program. Students seeking readmission may be requested to fulfill additional requirements prior to or concurrent with readmission. Readmitted students who subsequently earn another below “C” grade in any nursing course will be permanently dismissed from the program.

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### Health, Immunization, Screening, Post-Exposure

SAU requires all undergraduate students to have on file in the Health Services Office a properly completed health form that includes a health history, a physical examination by a physician, and immunization dates. Because of clinical agency requirements and Centers for Disease Control and Prevention recommendations, the Nursing Department also requires a completed Hepatitis B immunization series; proof of immunization or documented immunity to Rubeola (measles), Rubella (German measles), and Varicella (chickenpox); and annual TB testing.

### Cardiopulmonary Resuscitation Certification

Nursing students are required to possess CPR certification prior to practice in a clinical agency. It is the student’s responsibility to obtain this certification and provide proof of such to the Administrative Assistant in the Department of Nursing at the beginning of each academic year.

### National Student Nurses Association (NSNA)

St. Ambrose University Department of Nursing students are required to belong to the National Student Nurses Association (NSNA). NSNA is the largest independent student nursing organization in the country and is organized at the national, state and local levels. NSNA provides students with opportunities to practice self-governance; advocate for student rights and the rights of patients; and take collective, responsible action on vital social and political issues. Participation assists the student to support their profession and fulfill the Code of Ethics expectation to do so.

### Health Insurance

Students must provide proof of health care insurance coverage. Student may be ineligible to proceed in nursing program if an agency requires health insurance. The National Student Nurse Association offers affordable health care coverage. Additional information regarding options for coverage is available in the Health Services office.

### Fees

NURS 160, 260, 300, 352, and 354 will have a \$30 lab fee. Each of these courses will require an additional \$35 for an equipment kit. NURS 460 requires a \$35 kit for community health clinical. Other costs include: NSNA Membership—\$40, Diagnostic Test Fee—\$85, Criminal Background Check—\$40, Lab coats, uniform and name pin—approximately \$140.

Additional costs will be associated with required immunizations, required student participation at an Iowa Board of Nursing Meeting (\$20–\$100) and a trip to Iowa City for Progressive Nursing Student Day (\$5–\$10), stethoscope, sphygmomanometer, dissection kits, textbooks and current CPR certification. Personal health insurance coverage must be documented for clinical experiences. Starting with the junior year use of an automobile will be necessary for transportation to regional clinical education sites.

### Professional Licensure

It is the student's responsibility to apply in a timely manner to individual state licensing agencies for licensure as a registered nurse. All application and examination fees are borne by the license applicant. The licensure examination (NCLEX) is a national examination and uses a computer adaptive format. The testing sites are worldwide and the applicant requests results to be sent to the Board of Nursing jurisdiction of their choice. The nursing license may be endorsed from state to state after initial licensure. Applicants to nursing programs with a felony history may wish to consult the Board of Nursing prior to enrolling in a nursing program.

### Course Descriptions

**NURS 150. Professional Role Development** **1 credit**  
Provides an introduction to topics baccalaureate-nursing students will use as they progress through the nursing major. Prerequisite: Department approval required for non-majors.

**NURS 160. Nursing Interventions I** **2 credits**

Introduces the entry-level student to basic concepts and interventions related to the practice of nursing. Legal/ethical considerations are explored in each content area. Allow 2 hours per week of lab time for practice. Prerequisite: Non-nursing majors need department permission.

**NURS 260. Nursing Interventions II** **2 credits**  
Nursing Interventions II builds on and continues to develop the theory and skills related to nursing interventions. Observational experience for this course includes: medication administration by an RN, and a perioperative experience. Allow 2 hours per week of lab time for practice. Prerequisites: NURS 160 or concurrent with NURS 160 with department permission. Non-nursing majors need department permission.

**WI-NURS 300. Health & Physical Assessment** **3 credits**

Provides a theoretical basis and assists the student to develop beginning skills in the performance of health and physical assessment. Utilizing nurses' holistic approach, the student learns data collection techniques that include physical examination, interviewing, and obtaining a health history and cultural assessment. By the end of the course the student will be able to perform physical examination of the respiratory, cardiovascular, neurological and musculoskeletal systems. Focused head and neck and abdominal examination will be included. Additionally, the student will be able to teach breast and testicular self-examination. Allow 2 hours per week of lab time for practice. Prerequisites: NURS 160, BIOL 202 completed or concurrent; department approval required for non-majors.

**NURS 310. Pathophysiology** **4 credits (RN) 3 credits**

Provides students with basic information about pathophysiologic mechanisms, manifestations of disease, treatment for specific diseases, and the body's response to those treatments. The general organization of each alteration includes risk fac-

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tors and epidemiology, pathophysiology, clinical manifestations, and selected review of treatment. Prerequisite: BIOL 202.

### **NURS 350. Nursing the Beginning Family 3 credits**

Introduces the student to the physiological and psychosocial changes that occur in women and families during the childbearing period. Concepts related to the normal antepartum, intrapartum, postpartum, and care of the newborn will be addressed. Learning to be advocates for the woman and her family during the childbearing period will be important as students explore cultural, financial, ethical, legal, and political issues. Prerequisites: NURS 310, PSYC 305, and concurrent with NURS 352.

### **NURS 351. Nursing Developing Family 3 credits**

Applies growth and development principles with family systems theory to the assessment, intervention, and evaluation of outcomes in the pediatric patient across the continuum of care. Basic to the care of the pediatric patient, fundamental differences in the physiological and psychosocial aspects of the pediatric patient will be covered based on age, developmental norms, and disease processes. Learning to be advocates for the pediatric patient and the related family unit will be essential as students explore the familial, cultural, ethical, political and legal forces that impact children's health. Prerequisites: NURS 310, PSYC 305, and concurrent with NURS 350, 352.

### **NURS 352. Nursing Interventions III 1 credit**

Focuses on the theoretical and psychomotor skills related to nursing interventions that complement the content contained in the beginning family and developing family courses. Allow 2 hours per week of lab time for practice. Prerequisites: NURS 310, PSYC 305, and concurrent with NURS 350, 351.

### **NURS 353. Nursing the Adult 4 credits**

Utilizes a body systems approach and emphasizes critical thinking to identify nursing management of the adult experiencing various diseases and disorders. Focuses on the use of the nursing process in providing health promotion; and nursing management for acute and chronic illness in the adult population. Cultural and ethnic considerations, ethical and legal dilemmas, research and professional standards of practice are integrated throughout the course. Prerequisites: NURS 260, 300, 310; corequisite: PHARM 320.

### **NURS 354. Nursing Interventions IV 1 credit**

Nursing Interventions IV is a continuation of concepts and interventions related to the practice of nursing and focuses on more complex technical and communication skills. Allow 2 hours per week of lab time for practice. Prerequisites: NURS 260, 300, 310, and concurrent with NURS 353; corequisite: PHARM 320.

### **NURS 355. Mental Health Nursing 2 credits**

Theoretical and practice-based overview of psychiatric/mental health nursing. Employing a holistic foundation of nursing principles, a contextual overview is applied that includes neurobiological, socio-cultural, family ethical and legal perspectives. Examines the role of the nurse in varied settings throughout the community to include hospital and community based care. Examine principles used in the development of a therapeutic nurse-patient relationship. The student will be expected to use Internet sources for meeting course objectives. Prerequisites: PSYC 305, NURS 300, 310; corequisite: PHARM 320.

### **NURS 390. Foundations of Nursing Knowledge 2 credits**

Reviews and extends the study of the contributions of nurse theorists begun in NURS 150. Provides an overview of classification systems and taxonomic structures used to communicate the phenomena of concern for the discipline of nursing. Students explore current literature and

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practice related to the identification, development, and validation of: nursing diagnoses; nursing intervention and nursing outcome classifications; and nursing intervention and nursing outcome taxonomic structures. Other related topics include Nursing Diagnosis Extension Classification and Nursing Management Minimum Data Set. Prerequisite: NURS 260 or department permission.

**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. Prerequisite: Department permission.

**NURS 400. Clinical Practice I 4 credits**

Provides opportunities to apply the knowledge, skills, and values previously learned in nursing and general curricula to the care of adults in acute care settings. Students identify actual or potential alterations in health patterns and implement appropriate therapeutic nursing interventions that promote, maintain, and restore health of adults. Students apply critical thinking skills to plan, implement, and evaluate care and collaborate with multidisciplinary colleagues. Faculty provides 240 hours of clinical supervision in acute care and ambulatory settings. By course end students are expected to provide nursing care for a group of 3 to 5 adults with actual or potential health alterations. Prerequisites: NURS 353, 354, 355, PHARM 320. Approved work experience accepted by department.

**NURS 410. Community Health Nursing 3 credits**

Provides a foundational knowledge base for community-oriented nursing practice. The importance of a health promotion and disease prevention orientation is emphasized. Corequisite: Completion

of nursing course work at the freshman, sophomore and junior levels.

**NURS 420. Research Utilization 2 credits**

Designed to build on previous learning about the basic components of the research process. Analyzes the research process and focuses on critique and utilization of nursing research. Use of critical thinking skills enable the student to read, analyze, critique, and apply nursing research findings to clinical practice. Health services research, collaborative inquiry, and outcomes research also explored. Corequisite: NURS 400.

**WI-NURS 430. Nursing the Older Adult 2 credits**

A comprehensive overview of issues related to older adults. Throughout the course there is emphasis on nursing diagnoses and interventions that are age and culturally appropriate. Interventions at all levels of prevention are presented to emphasize the importance of wellness and health promotion, as well as detection and treatment of disease, in the care of older adults. Prerequisites: NURS 300, 310, 355. Department permission required for non-majors.

**NURS 450. National and International Nursing Perspectives 2 credits**

National and International Nursing is designed to broaden the student's view about nurses, nursing and health issues. Explores the role, function and impact of major national and international nursing organizations on the development of nursing. The relationship of the respective local and state nursing organizations to their parent organizations also will be explored. Selected issues that impact health at the national and international levels are identified. Students will develop a project that utilizes knowledge of political realities and cultural competence. Prerequisite: Department permission required for non-majors.

**NURS 460. Clinical Practice II 8 credits (RN) 4 credits**

A culminating clinical experience that provides students with opportunities to synthesize knowl-

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edge, skills, and values previously learned in nursing and general curricula in caring for individuals and families across the life span and in a variety of settings. In this clinical experience, students give evidence of mastering the skills related to: communication; critical thinking; decision-making; and management to plan, implement, and evaluate comprehensive nursing care for individuals and families. In addition, students' clinical performances reflect accountability, responsibility, and evidence of one's value system for nursing practice and life-long learning. Faculty provide 480 hours of clinical supervision. Prerequisites: NURS 400, 410, 420, 430.

### **NURS 470. Nursing Management** 2 credits

Built on the assumption that leading and managing is an integral part of professional nursing practice, either at the point of care or in a management position. Provides an overview of concepts relevant to contemporary leadership and management practices as well as principles related to managing the healthcare organization, its resources, the people comprising the nursing team, consumer relationships, and professional and personal resources. Prerequisite: Senior standing or department permission.

### **NURS 480. Professional Trends and Issues** 2 credits

The final course in the baccalaureate-nursing curriculum, stimulates students to analyze and evaluate a variety of trends and issues related to concepts and topics introduced in previous courses and to study the impact of these trends and issues on contemporary nursing practice. Concepts, topics, trends, and issues related to economic, political, social, cultural and professional aspects of health care delivery as well as history and development of nursing as a profession, legal and ethical accountability, and roles in developing a career in nursing and growing professionally will

be studied. Prerequisite: Senior standing or department permission.

### **NUTR 305. Nutrition for Nurses** 3 credits

Introduces to the student the important role of nutrition in health. Discusses the essential nutrients, their food sources, and the processes by which they are used by the body. Will explore varying nutrient needs and challenges throughout the life cycle and in altered states of health.

### **PHARM 320. Pharmacology** 3 credits

Introduces pharmacologic principles; drug classifications with examples of drugs within each classification; and nursing implications for drug actions, adverse effects, and selected interventions. Pharmacology and nursing management in a traditional body systems/drug function framework will be used. For each selected drug group, covers: mechanism of action; drug effects; therapeutic uses; side effects and adverse effects; toxicity and management of overdose; interactions; dosages; and nursing implications. Prerequisites: BIOL 202, NURS 260, 310; or department permission.

## Organizational Leadership

The Organizational Leadership minor is an interdisciplinary program of study designed to challenge students to critically analyze their own values and beliefs in order to acquire and enhance their skills in the areas of self-awareness and personal leadership, vision, execution, adaptability, social influence, and developing others. This minor assists students in developing skills necessary to act as knowledgeable, ethical, and caring leaders in a diverse world.

**Requirements for an Interdisciplinary Minor in Organizational Leadership:** A minimum of 15 semester credits is required. Select nine semester credits from the following required courses: ORGL 104; PSCI/ORGL 401 or MGMT 325 and PHIL 207 or PHIL 305 or THEO 219. Three

+ = Applicable toward general education degree requirements  
WI = Writing intensive course



credits from the following courses: COMM 327; MGMT 332; SOC 280 or MGMT 336. Three credits from the following electives: COMM 203, 306; ENGL 220, 223, 315; MGMT 310, 320, 337, 338; ORGL 201, 199/299/399; PHIL 210; PSCI 320, 322, 370; PSYC 314; SOC 225, 240; THEO 250, 362; WMST 201.

### **Entry procedure for Organizational Leadership**

**Minor:** Course of study should be worked out with an advisor, and submitted to the Organizational Leadership director for approval.

#### Course Descriptions

### **ORGL 104. Contemporary Issues in Leadership 3 credits**

Provides an introduction to the multi-faceted concept of leadership studies by presenting vocabulary, concepts, theories, and applicable research that are fundamental to the basic understanding of leadership. Examines contemporary and historical leadership issues unique to women and minority leaders, the moral and ethical responsibility of leadership, and leadership in a variety of contexts. Leadership as a social and political influence process will be examined.

### **ORGL 199/299/399. Special Topics in Organizational Leadership 3 credits**

Advanced study of a topic not part of regular course offerings. Possible topics include (but not limited to): Team building, women and leadership, organizational change, servant leadership. Topics announced each semester course offered.

### **ORGL 201. Introduction to Leadership Development 3 credits**

Intended to familiarize students with a variety of aspects of leadership. Focus on assisting students to realize how they can develop as leaders and put theory into practice in their collegiate experience. Students will also learn multiple and diverse perspectives and the importance of critical thinking as it pertains to leadership.

### **PSCI/ORGL 401. Leadership Theory 3 credits**

Analysis of contemporary theories and practices of leadership. Emphasis on application of theoretical concepts to actual leadership situations. Comparison and contrast of leadership theory in the context of political, public, non-profit, and private organizations.

## 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.

#### Course Descriptions

### **+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.

## Undergraduate Programs

### **+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 processes 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 prerequisite: PHIL 207, 219, or THEO 280. (Same as THEO 302)

### **+PHIL 305. Business Ethics** **3 credits**

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

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.

### **+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. Prerequisite: PHIL 207 or instructor permission.

### **+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. Prerequisite: PHIL 101, THEO 101 or instructor permission. (Same as THEO 311)

### **+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 prerequisite: PHIL 207.

### **+PHIL 360. History of Medieval and Renaissance Philosophy** **3 credits**

Examination of the philosophical thought characteristic of the period 400 C.E.–1550 C.E. Among others, looks at thinkers whose positions reflect the Christian world view, such as Augustine and Thomas Aquinas. Prerequisite: PHIL 217.

### **+PHIL 365. History of 16th to 18th 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. Prerequisite: PHIL 217.

**+PHIL 367. History of 19th and 20th 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. Prerequisite: 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 Pierce, James and Dewey. Recommended prerequisite: PHIL 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 prerequisite: PHIL 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 in-

quiry. 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. Ways of Knowing** **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.

**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.

**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.

**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. Prerequisite: Approval from a cooperating faculty member.

**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.

**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 materi-

als in a clear and cogent manner culminating in a final course research paper.

## Physical Education

See Kinesiology

## Physics

**Requirements for a Bachelor of Science with a Major in Physics:** PHYS 251, 253, 254, 304, 306, 309, 312, 317, 321; CHEM 105, 106; MATH 191, 192, 291; CSCI 195; MATH 320; two semester credits in both Advanced Laboratory and Experimental Research.

Since interdisciplinary fields such as biophysics, medical electronics, geophysics and oceanography are very active areas; students are urged to obtain a broad science background.

**Requirements for Concentration in Physics for a General Science Teaching Major (7–12):**

EDUC 343, and 30 credit hours in the broad area of science to include 15 credit hours in physics (PHYS 203, 204, 306, 317, and 1 to 3 credit hours of PHYS 329) and 15 credit hours of science electives drawn from at least two disciplines (Biology, Chemistry, Natural Science, Astronomy).

For information on education courses required for a teaching major see the Education Department section.

Course Descriptions

**+PHYS 110. Physics of Sound and Light 3 credits**  
Waves and oscillations, vibrating systems, hearing and vision, light, lenses, atmospheric phenomena, lasers, compact discs. For non-science majors. Lectures and laboratory sessions. Prerequisite: MATH 095 or higher.

**+PHYS 160. Concepts in Electronics 3 credits**  
Electrical quantities, simple DC circuits, magnetism, motors and generators, AC circuits, radio and television communications, digital and analog electronic devices. For non-science majors. Lectures and laboratory sessions.

**+PHYS 201. Principles of Physics 4 credits**  
Forces and motion, energy and waves, electricity and magnetism and light and optics with emphasis on topics of particular importance for students in fields such as occupational therapy, biopsychology, and athletic training. Does not meet the requirements for professional programs in medicine, dentistry and physical therapy. Three lectures and one lab per week. Prerequisite: MATH 131 or higher.

**+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. Prerequisite: MATH 151.

**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. Prerequisite: PHYS 203.

**+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. Prerequisite: MATH 191. Corequisite: MATH 192.

**PHYS 253. General Physics II: Thermodynamics, Electricity and Magnetism 4 credits**  
Heat and thermodynamics, electrical and magnetic properties of matter, AC and DC circuits, electrical fields and particles, magnetic fields induction, Maxwell's equations and introduction to electronics. Three lectures and one laboratory per

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

week. Prerequisites: MATH 192, PHYS 251.

**PHYS 254. General Physics III: Introduction to Optics and Modern Physics** **3 credits**

Physical and geometrical optics, relativity, atomic physics, quantum mechanics and nuclear physics. Two lectures and one laboratory per week.

Prerequisites: MATH 192, PHYS 253.

**PHYS 304. Electromagnetic Theory** **3 credits**

Static and time-dependent electric and magnetic fields. Ferromagnetic materials, Maxwell's Equations, boundary value problems, transmission lines, wave guides, and radiation. Three lectures per week. Prerequisite: PHYS 253. (Same as ENGR 320)

**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. Prerequisite: PHYS 204 or 253, or consent of instructor.

**PHYS 309. Theoretical Physics: Mechanics** **3 credits**

Principles of Newtonian mechanics; particle dynamics, simple harmonic motion, central forces; statics and dynamics of rigid bodies; elasticity; Lagrange equations; the mechanics of continuous media. Three lectures per week.

Prerequisites: PHYS 251, MATH 291.

**PHYS 312. Optics** **3 credits**

Geometrical optics: image formation, optical systems, thick lens theory, aberrations; wave optics; superposition, coherence, interference, diffraction, dispersion, polarization. Three lectures per week. Prerequisite: PHYS 254.

**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. Prerequisite: PHYS 204 or 254.

**PHYS 321. Statistical Physics and Thermodynamics** **3 credits**

Introduction to classical and quantum statistics; thermodynamic laws, energy, entropy and equilibria, cyclic and noncyclic processes; applications to chemical and engineering problems.

Prerequisite: PHYS 204 or 253. (Same as ENGR 312 and IE 312)

**WI-PHYS 325. Advanced Laboratory** **1-6 credits**

Individual experiments in mechanics, thermodynamics, optics, and atomic, nuclear and modern physics. Experiments usually scheduled to relate to material in 300-level courses in which students are enrolled. May be repeated.

**PHYS 329. Experimental Research** **1-3 credits**

Individual research projects selected by student. Design and installation of experimental apparatus involved. Prerequisite: Instructor permission.

**PHYS 401. Physics Internship** **1-3 credits**

Work experience in industrial, government or non-profit institutions in which physics, computing or engineering is used. Permission of department chair required. Summary report required. Prerequisite: Junior or senior class standing in physics or engineering physics with at least nine hours of 300-level physics or engineering courses.

**PHYS 403. Advanced Topics in Physics** **1-3 credits**

Elements of quantum mechanics, relativity, solid state physics, and other areas of physics are selected according to student and faculty interests. Prerequisite: Nine hours of 300-level physics courses.

## Political Science and Leadership Studies

For more information about Political Science, the

## Undergraduate Programs

Pre-Law program, and the Public Administration major, go to <http://web.sau.edu/politicalscience/>. All Political Science and Public Administration majors are required to fill out the evaluation form available at <http://web.sau.edu/politicalscience/> when they declare the major.

### Overview of Departmental Programs

The Department of Political Science offers majors in political science, public administration, and a teaching major in American government (7-12). Minors are offered in political science and public administration. An interdisciplinary minor in pre-law studies is also based in Political Science. The department offers advising for pre-law students regardless of major as well as for political science and public administration majors. The political science and public administration majors 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, 102; STAT 213; PSCI 307, 308, and 349 or 370.

### Requirements for a Major in Public

**Administration:** 33 semester credits of political science and either a second major or a minor in a field of study where the student envisions working in public service (i.e. criminal justice, sociology, etc.). The second area of study must be approved by the Public Administration director. Political Science requirements for the public administration major include; PSCI 101, 102, 303, 304, 322, 360, 370, 401, and STAT 213. Two of the following electives: PSCI 301, 320, 325, 352 or 353; ORGL 201.

**Requirements for a Teaching Major in American Government (7-12):** 36 semester credits including: PSCI 101, 102; STAT 213; PSCI 303, 304, 307, 308, 309, 349 or 370; HIST 111, 112. One

of the following: PSCI 301, 320, 325. Education courses required for a teaching major are found in the Education Department section.

### Requirements for a Minor in Political Science:

15 semester credits of political science including PSCI 101 and 102.

### Requirements for a Minor in Public

**Administration:** 18 credits including PSCI 101, 102, 322, 360, 370; one of the following PSCI 301, 304, 320, 325, 352, 353, 401; ORGL 201.

### Course Descriptions

#### +PSCI 101. Government of the

#### United States I

**3 credits**

The constitution, presidency, congress, courts, and citizen participation in the political system. This course satisfies requirements for a teacher's certificate in Iowa and Illinois.

#### +PSCI 102. Government of the

#### United States II

**3 credits**

Introduction to politics, political theories and ideas. Special focus on application of political theory to the American experience including public policy making, political participation, and the Constitution of the United States.

#### +PSCI 103. Politics in Film

**3 credits**

The portrayal of government through film productions with a focus on American politics. Comparison and contrast of politics as presented in movies with the "political science" approach of how government "really" works.

#### +PSCI 110. Law and Society

**3 credits**

A 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 we end with an examination of the contemporary legal profession and LSAT preparation for students interested in law school. Foundation course for Pre-Law Studies Interdisciplinary Minor.

#### +PSCI 199/299/WI-399. Special Topics **3 credits**

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

Advanced study of a topic not part of regular course offerings. Possible topics include (but not limited to): Afro-American Political Thought; Women in Politics; Comparative Government; and Research Methods. Topics will be announced each semester the course is offered. Note: Only PSCI 399 qualifies as a writing intensive course.

**+PSCI 301. Political Parties, Campaigns, and Elections** **3 credits**

Examination of voting behavior and workings of American party system. Special focus on recent presidential elections.

**+PSCI 303. The Constitution of the United States** **3 credits**

A study of the effects of the Constitution in American political and social life. Focus on the role and the significance of the judicial branch within the American constitutional system. Survey of key Supreme Court cases.

**+PSCI 304. Civil Liberties and the Constitution** **3 credits**

An examination of pressing moral and political controversies through the lens of the Constitution and Supreme Court opinions, with a focus on the Bill of Rights and the Fourteenth Amendment.

**+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. Student must successfully complete at least two semesters of Mock Trial to receive general credit. Students must be willing/available to travel and participate in mock trial competition.

**+PSCI 307. History of Political Thought I** **3 credits**

An exploration of fundamental approaches to the study and practice of politics and government as treated in influential works of ancient or medieval political thought.

**+PSCI 308. History of Political Thought II** **3 credits**

An exploration of fundamental approaches to the study and practice of politics and government as treated in influential works of modern or contemporary political thought.

**+PSCI 309. International Politics** **3 credits**

Behavior of nations in international political system and problems of war, peace, justice, change, and international organization. Current international problems analyzed in perspective of theoretical concerns discussed.

**+PSCI 313. Foreign Policy of the U.S.** **3 credits**

The United States in international affairs, study of methods, policies and goals of United States foreign policy.

**PSCI 316. International Law** **3 credits**

Case study of principles of modern international law. Prerequisite: PSCI 101 or instructor permission.

**PSCI 320. The President, Congress, and Court** **3 credits**

Advanced study of American institutions of government. Focus on politics and policy making in the context of separation of powers and checks and balances.

**PSCI 322. Urban Politics** **3 credits**

Environment and structure of urban governments from the political machine to present. Problems faced by city residents and their attempts to influence government response.

**+PSCI 325. Public Opinion and Propaganda** **3 credits**

Process of public opinion formation and attitude change, including psychological basis. A description of American ideology, and the shape of contemporary opinion, influence of mass media, and problems faced in translating public opinion into government policy. Emphasis on the public opinion polling process and interpretation of public opinion polls.

**PSCI 330. Interpreting the U.S. Constitution: An Introduction to the American Legal System** **3 credits**

Advanced constitutional theory and interpretation. Examination of some of the most controversial decisions in recent Supreme Court history, including cases on school prayer, flag-burning, abortion and pornography. Includes reasoning behind rulings and how they were formed by various approaches to constitutional interpretation.

**PSCI 340. Independent Study** **1–3 credits**

Directed individual research on topic approved by instructor before registering and by department chair.

**WI-PSCI 349. Seminar in Contemporary Political Thought** **3 credits**

Exploration, analysis and critique of contemporary writings on politics, government, and ideology. Prerequisite: PSCI 101 or 102 or instructor permission.

**PSCI 351. Internship in Law** **3 credits**

Students will be placed in area law firms where they will perform a variety of tasks. Open to upper-level political science and pre-law students on arranged basis. Credit is in addition to the 27 credit minimum required for major. Regular grade or Pass/No Pass option.

**PSCI 352. State House Internship** **3 credits**

Directed internship in political service. Open to upper-level political science and pre-law students on arranged basis. Credit is in addition to 27 credit minimum required for major. Regular grade or Pass/No Pass option.

**PSCI 353. Internship** **3 credits**

Directed internship in political or public service. Open to upper-level political science and pre-law students on arranged basis. Credit is in addition to 27 credit minimum required for major. Regular grade or Pass/No Pass option.

**PSCI 360. Administrative Law and Regulations** **3 credits**

Examination of administrative law, regulatory practices, policies, and issues. Impact of administrative law and regulatory policy on politics, the policy process, and the implementation of law. Prerequisites: PSCI 101, 102.

**WI-PSCI 370. Public Administration** **3 credits**

Examines the classics of public administration to help attain a working knowledge of organizational behavior.

**PSCI 375/SOC 375. Environmental Social Politics** **3 credits**

Using sociological and political perspectives, this course examines the interactions between the physical environment in which we live and the human society we have created. We analyze the social causes and consequences of contemporary environmental problems as well as the social and political responses to these problems. There is a special focus on urban environmental issues. Throughout the course we will survey theoretical concerns as they relate to various topics within sociology and political science.

**PSCI 401/ORGL 401. Leadership Theory** **3 credits**

Analysis of contemporary theories and practices of leadership. Emphasis on application of theoretical concepts to actual leadership situations. Comparison and contrast of leadership theory in the context of political, public, non-profit, and private organizations.

**+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 151 or passing grade on screening test.

**ORGL 104. Contemporary Issues in**

+ = Applicable toward general education degree requirements  
WI = Writing intensive course



**Leadership****3 credits**

Provides an introduction to the multi-faceted concept of leadership studies by presenting vocabulary, concepts, theories, and applicable research that are fundamental to the basic understanding of leadership. Examines contemporary and historical leadership issues unique to women and minority leaders, the moral and ethical responsibility of leadership, and leadership in a variety of contexts. Leadership as a social and political influence process will be examined.

**ORGL 201. Introduction to Leadership Development****3 credits**

Intended to familiarize students with a variety of aspects of leadership. Focus on assisting students to realize how they can develop as leaders and put theory into practice in their collegiate experience. Students will also learn multiple and diverse perspectives and the importance of critical thinking as it pertains to leadership.

## Pre-Law

**Requirements for Interdisciplinary Minor in Pre-Law Studies:**

15 semester credits. Students may not count more than nine hours of Political Science toward the minor. Nine hours must be from approved General Education courses. Foundation Course (3 credits): PSCI 110. Two of the following (6 credits): PSCI 303, PSCI 304, PSCI 305, PSCI 316, PSCI 360, BUS 201, ECON 399, ECON 327, CRJU 101, CRJU 221. Two of the following (6 credits): ECON 101, ECON 202 (NOTE: Students may not take both ECON 101 and ECON 202), ECON 399, PHIL 201, PHIL 210, PSCI 307, PSCI 102, ENGL 216, ENGL 210, ENGL 303.

## Psychology

**Bachelor of Arts in Psychology**

The bachelor of arts degree in psychology is pri-

marily 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 151 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, 284, 305, 306, 312, WI-314.
4. Other: PSYC 201, 205, 321, 325, 348, 331, 414 (strongly recommended for those considering advanced study).

An additional nine credit hours of psychology 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

## Undergraduate Programs

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, 284, 305, 306, 312, WI-314.
4. Other: PSYC 201, 205, 321, 325, 348, 331, 414 (414 is strongly recommended for those considering advanced study).

An additional five credit hours of psychology to total 30 semester credits.

In addition, Bachelor of Science students must complete BIOL 101, 103 and 104; CHEM 103, or 105 and 106; PHYS 110, or 160, or 201, or 203 and 204 (required for DPT) MATH 151 (or higher level math; MATH 191 is strongly recommended for graduate school); CSCI 120 (or competency).

### **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 (or PSYC 540 if admitted to DPT, or by instructor permission).

An additional credit hours in psychology to total 30 semester credits.

In addition, Bachelor of Science in Behavioral Neuroscience students must complete BIOL 103, 104 and 202; CHEM 105 and 106; PHYS 110, or 160, or 201, or 203 and 204 (required for DPT) MATH 151 (or higher level math; MATH 191 is strongly recommended for graduate school); CSCI 120 (or competency).

### **Bachelor of Arts/Bachelor of Science in Forensic Psychology**

The two degrees offered in Forensic Psychology help students learn to apply psychological principles to a variety of areas in the legal system. Graduates may be interested in entering the workforce in a variety of settings where they work with individuals with mental illness (e.g., jails, prisons, state hospitals, federal or local law enforcement agencies, or juvenile detention centers). 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 and criminal justice.

### **Requirements for a Bachelor in Arts in Forensic Psychology Major: (Interdisciplinary Program)**

51 credits including: PSYC 105, CRJU 101, STAT 213 (C or better), PSYC 215 (C or better), and PSYC 306, PSYC 321, PSYC 324, PSYC 325, WI-PSYC 342, PSYC 421 (at least three credit hours Forensic Psychology Internship). One of the following courses: PSYC 203, PSYC 305, PSYC 332, PSYC 343, PSYC 360. Nine credit hours in Criminal Justice/Sociology includ-

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

ing: SOC 342, CRJU 400, CRJU 411. One of the following concentrations: Concentration in Policing (9 Hours): CRJU 102, CRJU 303, CRJU 342 or Concentration in Corrections (9 Hours): CRJU 231, CRJU 313, CRJU 314.

**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.

**Requirements for a Bachelor of Science Major in Forensic Psychology:** Minimum of 52 credit hours including: PSYC 105, CRJU 101, STAT 213 (C+ or higher\*), PSYC 215 (C+ or higher\*), PSYC 421 (at least three credit hours Forensic Psychology Internship), 16 credit hours including: PSYC 306, PSYC 321, PSYC 324, PSYC 325, WI-PSYC 342, WI-PSYC 404. In addition, 9 credit hours in Criminal Justice/Sociology including: SOC 342, CRJU 400, CRJU 411. One of the following concentrations: Concentration in Policing (9 hours): CRJU 102, 303, 342 or Concentration in Corrections (9 hours): CRJU 231, 313, 314. In addition, to obtain a Bachelor of Science in Forensic Psychology must complete BIOL 101 or 103 and 104, CHEM 103 or 105 and 106, PHYS 110, or 160, or 201, or 203 and 204 (required for DPT), MATH 151 (or higher level math, MATH 191 recommended for graduate school in Psychology), and CSCI 120 (or competency).

**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), PSYC 284, PSYC 324. One course from each of four areas:

1. Biopsychology: PSYC 350, 355, 360, 402, 403.
2. Clinical: PSYC 323, 324, 332, WI-342, 343.

3. Social/Developmental: PSYC 203, 305, 306, 312, WI-314.

4. Other: PSYC 201, 205, 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) 284, 324, 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, 324, 332, WI-342, 343.
3. Social/Developmental: PSYC 203, 305, 306, 312, WI-314.
4. Other: PSYC 201, 205, 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.

Course Descriptions

**+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.

## Undergraduate Programs

### **+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.

### **+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. Prerequisite: 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. Prerequisite: 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. Prerequisite: PSYC 105.

### **+PSYC 284. Child and Adolescent Psychology 3 credits**

Motor, mental, social and emotional development through adolescent years. Prerequisite: PSYC 105. (Same as EDUC 284)

### **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 305. Life-Span Developmental Psychology 3 credits**

Biological, behavioral, cognitive and social processes and development from conception through death and dying. Topics include the role of genetics in development, physical and cognitive growth, environmental influences on development, intelligence and moral development. Prerequisite: PSYC 105.

### **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. Prerequisite: PSYC 105.

### **PSYC 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: PSYC 105, EDUC 205, 284. (Same as EDUC 309)

### **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. Prerequisite: PSYC 105.

### **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. Co-requisite: PSYC 215 or permission of instructor.

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

**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. Prerequisite: PSYC 105.

**PSYC 323. Personality Theories 3 credits**

Major theories of personality, including psychoanalytic, traitfactor, behavioral, and humanistic (including positive psychology) approaches. Prerequisite: PSYC 105.

**+PSYC 324. Abnormal Psychology 3 credits**

Introductory course to acquaint students with the hypothesized biological, psychological, and socio-cultural 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*. Prerequisite: 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. Prerequisite: PSYC 105, 321.

**PSYC 331. Learning and Memory 3 credits**

Research and theories in classical conditioning,

operant conditioning and human memory. Lecture and laboratory. Prerequisite: 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, or instructor permission. 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.

**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, junior status or instructor permission.

**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 correlates of health and illness. Research and the-

## Undergraduate Programs

ory will be presented on topics including stress and coping, health behaviors and health promotion, use of the healthcare system and pain. Offered alternate years. Prerequisite: 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. Prerequisite: 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. Prerequisite: PSYC 105, one semester of biology or chemistry.

### **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. Prerequisite: 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, 355; BIOL 101 or 103. Recommended: CHEM 101 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.

### **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 and instructor permission.

### **PSYC 501. Psychopharmacology** 1 credit

Analyzes the effects of drugs on behavior, with particular emphasis on the effects of drugs on cognition, emotions, and psychomotor abilities;

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

and study of the chemical reactions and functions of the individual neuron or small populations of neurons. This course will take a biopsychological perspective in an attempt to build relationships between the empirical and experimental. This course is designed to complement HS 501 to complete the Behavioral Pharmacology course for Occupational Therapy students, thus allowing 3 psychology credits. Prerequisites: PSYC 105, one semester of biology or chemistry, completion of HS 501.

**PSYC 540. Neuroanatomy and 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. Prerequisite: Admission to DPT program or instructor permission.

**PSYC 555/EDUC 455. 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. Prerequisites for PSYC 555: Hold teaching license or certificate. (Some states, such as Iowa, issue a license. Other states, such as Illinois issue a certificate.). [Prerequisites: EDUC 205 or 207, 284, 309].

**+STAT 213. Applied Statistical Reasoning for the Sciences** **3 credits**

Cross-disciplinary course on how and why scien-

tists use statistics to describe and interpret information they gather. Topics include descriptive statistics and basic inferential statistics.

Prerequisites: Introductory course in major; MATH 151 or instructor permission.

## Public Administration

See Political Science

## Service Learning

Course Description

**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 paper. 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 co-requisites are determined by participating academic departments. Contact the service learning coordinator for details and registration.

## Sociology

A bachelor's degree in sociology provides an excellent liberal arts foundation for embarking on the wide range of career paths that many liberal arts majors pursue. Your undergraduate training in sociology can open a variety of doors in business and the human services. Sociology majors who enter the business world work in sales, marketing, customer relations, or human resources. Those who enter human resources work with youth at risk, the elderly, people expe-

## Undergraduate Programs

riencing problems related to poverty, substance abuse, or the justice system.

**Requirements for a Major:** 30 semester credits of sociology, including SOC 101, 220, 260, 301, 314, 400 and STAT 213.

**Requirements for a Minor:** 15 semester credits of sociology, including SOC 101, 220, 260, and 6 semester credits of 300-level courses.

**Requirements for a Secondary Teaching Major (7–12):** 33 semester credits in sociology, including SOC 101, 120, 220, 235, 240, 260, 265, 323, and 12 semester credits of social science electives. For education course requirements, see Education Department section.

**Requirements for a Teaching Minor:** 30 semester credits in sociology, including SOC 101, 120, 220, 260, 265, 323, and 12 semester credits of electives in the social sciences.

### **Gerontology Certificate Program Requirements:**

Complete 21 hours, as follows:

(a). SOC 230, 405, and either SOC 386 or PSYC 348.

(b). Three or four courses from the following: SOC 331, 336, 380, 399 (Independent study: Directed Research in Aging), PSYC 305, 312, 397, 398, KIN 382, NURS 430.

(c). 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, 240, 265, 323, 326, 342, 364.

### Course Descriptions

#### **+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.

Prerequisite: SOC 101 or instructor permission.

#### **+SOC 220. Social Psychology 3 credits**

Focus is on the development of the social self, with emphasis on socialization, symbolic interaction, and development and presentation of self.

Prerequisite: SOC 101 or instructor permission.

#### **+SOC 225. 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. Prerequisite: 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. Prerequisite: SOC 101

+ = Applicable toward general education degree requirements  
WI = Writing intensive course



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. Prerequisite: SOC 101 or 120 or instructor permission.

**+SOC 240. 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. Prerequisite: SOC 101 or instructor permission.

**+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. Prerequisite: SOC 101 or instructor permission.

**+WI-SOC 265. 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. Prerequisite: SOC 101 or instructor permission.

**SOC 270. 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. Prerequisite: SOC 101 or instructor permission.

**+SOC 280. 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. Prerequisite: SOC 101 or instructor permission.

**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 and 9 semester credits in sociology.

**WI-SOC 314. Research Methods in the Social Sciences 3 credits**

History and philosophy of science and its influence on modern social research. Specific training in several modern research techniques, including survey research, experiments, field research, and non-obtrusive methods. Special emphasis on proposal writing and research design. Prerequisites: SOC 101, 301, 12 semester credits in sociology or instructor permission.

**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. Prerequisite: 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. Prerequisite: SOC

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101 or 120 or instructor permission.

### **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. Prerequisite: SOC 230 or permission of instructor.

### **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. Prerequisite: SOC 101 or instructor permission.

### **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. Prerequisite: SOC 101 or instructor permission.

### **+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 legitimates some existing social and economic arrangements. Prerequisite: SOC 101 or permission of instructor.

### **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. Prerequisite: SOC 101 or instructor permission.

### **SOC 380. Special Topics in Sociology** 3 credits

Focuses on issues and topics not covered in other courses. Prerequisite: SOC 101 or instructor permission.

### **SOC 386. Field Experience** 3-6 credits

Guided experience in local agencies. Prerequisites: SOC 101; junior status; instructor permission.

### **SOC 399. Independent Study** 3 credits

Directed individual reading, research and/or writing on topics approved by the department. Open only to junior and senior sociology majors. Prerequisite: Instructor permission.

### **SOC 400. Senior Seminar** 3 credits

A capstone course designed for seniors or advanced students in the discipline. Seminar will cover current trends in the discipline and be a preparation for students seeking employment or graduate school admission. Prerequisite: Instructor permission.

### **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. Prerequisite: SOC 230 and Gerontology director's permission.

### **+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 151 or high school equivalency or appropriate placement.

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

## Spanish

See Languages and International Studies

## Special Studies

### Admission Information

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 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, 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 accelerated degree completion 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** (11-12 cr): ENGL 101 (3 cr); MATH 131, 151, 161 or STAT 213 or higher level math course (3 cr); a Communication course that includes public speaking as a major component (3 cr); IL 101 (1 cr); Kinesiology course(s) (2 cr).

**Humanities** (9 cr) from the Humanities general education category select: one Philosophy course and one Theology course with at least one from the 300 level; and one Art, Music or Theatre course (3 cr).

**Foreign Language or Multicultural Course** (3 cr) Students may elect to complete the foreign language requirement; an International Studies or foreign language course; or a multicultural course from the following list: ENGL 221; GEOG 205; HIST 220, 225, 230, 235, 342; SOC 210; WMST 315.

**Social Sciences** (3 cr) from the Social Sciences general education category select: one course.

**Natural Sciences** (3 cr) from the Natural Sciences general education category select: one course.

**Upper level credits** (30 cr) courses designated at the 300/400 level.

**Writing Intensive courses:** select two writing intensive (WI) with at least one at the 300/400 level.

Refer to “Courses that Meet General Education Requirements” in the Degree Information section for more information.

## Theatre

**Requirements for a Major in Theatre:** 35 semester credits of theatre courses, including THTR 202, 205, 209, 304, 305, 380, 480 and 18 semester credits of theatre electives.

**Requirements for a Minor in Theatre:** 17 semester credits of theatre courses, including THTR 202, 205, 209, 304, 380, 480, and three semester credits of theatre electives.

**Requirements for a Secondary Speech and Theatre Teaching Major (7–12):** 38 semester credits, including COMM 203, 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):** 26 semester credits, including COMM 232, 325, 328, 329; THTR 202, 209, 312, 380, 480.

Course Descriptions

**+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 202. Survey of the Theatre** 3 credits  
Fundamental classification of plays, function of various production roles, and principles and theory of the drama.

**THTR 205. Acting: Voice and Body** 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. Prerequisite: Majoring or minoring in Theatre or permission of instructor.

**THTR 206. Movement for Actors I** 3 credits  
Designed to explore and gain a basic understanding of movement as a means of expression in the creation of a theatrical production. Self-exploration and movement concepts will be used to develop character analysis based solely on movement and physical attributes.

**THTR 207. Movement for Actors II** 3 credits  
Designed to continue to explore and gain a basic understanding of movement as a means of

expression in the creation of a theatrical production. Emphasis will be placed on partner and scene work. Prerequisite: THTR 206.

**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 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 and Auditions for Music/Theatre** 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 260. Stage Management** 3 credits  
Need description.

**THTR 290. CAD for Theatre** 3 credits  
Planning, construction, painting, rigging and lighting of scenery. Basic technique course. Shop participation required.

**+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.

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

**+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. Recommended prerequisite: THTR 304.

**+THTR 307. Advanced Acting 3 credits**

Analysis of a character's ideas, emotions, purposes of being and relationship to others. Prerequisite: THTR 205.

**THTR 309. Costume Design for the Theatre 3 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. Prerequisite: THTR 202.

**THTR 312. Directing 3 credits**

Basic principles of directing theory and technique. Includes play selection, interpreting script, tryouts, casting rehearsal, and performances. Prerequisite: 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. Prerequisite: THTR 209.

**THTR 314. Scenic Design for Stage 3 credits**

Production design from concept to execution. Prerequisite: THTR 209.

**+WI-THTR 315. Survey of Classic Dramatic Literature 3 credits**

Survey of classic dramatic literature from fifth century B.C. to 1900.

**+WI-THTR 316. Survey of Current Dramatic Literature 3 credits**

Survey of dramatic literature written from 1950 to the present.

**THTR 317. Introduction to Musical Theatre 3 credits**

Cross-discipline course providing musical and theatre background for music and theatre majors. 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.

**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 329. Advanced Stagecraft 3 credits**

Planning, construction, painting, rigging and lighting of scenery. Basic technique course. Shop participation required. Prerequisite: THTR 290.

**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. Theatre in London 3 credits**

Survey of the theatre of London, past and present. Designed to meet one week on the SAU

## Undergraduate Programs

campus preparing students to see and appreciate London, England's theatre experience. The final two weeks of the course are held in London, with the possibilities of out-of-town trips. London's fine arts history will also be explored through plays, museums, tours and lecture/discussions.

### **+THTR 386. Irish Theatre 3 credits**

The purpose of this course is to provide the student with an introduction to Irish dramatic literature and Irish theatre. The history of Ireland will also be studied in order to place plays and playwrights in a historical context. This course may include a two-week residency in Ireland to attend plays and study the Irish theatre culture.

### **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 3-5 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. Instructor permission required.

## 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 both a major and minor in Theology and participates in several interdisciplinary minors including Environmental Studies, Irish Studies, and Women's Studies. The department houses the Catholic Studies and Justice 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 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 the faith community.

**Requirements for a Major:** 31 semester credits in theology including THEO 101, 201, 202, 215, 307, 308, 411; one course each in moral theology and systematic theology and one credit in Service Learning. Majors must maintain a B average in theology courses with no grade lower than a C.

**Requirements for a Minor:** 15 semester credits of theology including THEO 101, one course each in scripture, moral theology and systematic theology.

### **Requirements for a Concentration in Youth**

**Ministry:** THEO 101, 201, 202, 215, 260, 390, 391-399; THEO 307 and 308 recommended.

**Catholic Studies Minor:** See Catholic Studies section.

**Justice and Peace Program:** See Justice and Peace section.

Course Descriptions

### **+THEO 101. Introduction to Theology 3 credits**

The course explores the fundamental issues in Christian theology; revelation and faith, the role of the Bible in theology, the Church and the churches. It further examines how Christians ought to respond in the moral and spiritual life because of their faith in Jesus Christ.

**+THEO 201. 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 202. Introduction to the New Testament 3 credits**

Introduction to principles of interpretation of New Testament and survey of themes and theology of New Testament books.

**+THEO 215. Introduction to the Sacraments 3 credits**

The life of the Church as expressed in ritual worship is treated from the historical, theological, and pastoral viewpoints. 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.

**+WI-THEO 219. Introduction to Moral Issues 3 credits**

Includes theories of moral development, basic principles of moral theology and discussion of current moral issues. Prerequisite: ENGL 101.

**+THEO 240. Introduction to Black Theology 3 credits**

Demonstrates historically how Blacks and minorities have appropriated the truth of Christian Gospels given and interpreted for them by their oppressors. It challenges participants, in particular the African-American community, to express their own contemporary theology in a language and way that speaks to present day needs, experience, values and faith commitments.

**+THEO 245. Catholicism in America 3 credits**

General history of the Catholic Church in America as an institution and a people. Special emphasis on how Catholics lived their faith and how their faith was affected by the American experience. Recommended: HIST 111, 112. (Same as HIST 245)

**+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.

**+WI-THEO 260. New Directions In Ministry 3 credits**

A foundation course in pastoral theology examining significant trends taking place within the Church with regard to ministry, the identity of ordained and lay ministers, as well as various forms of collaborative ministry. It stresses the historical, pastoral, and spiritual foundations of Christian discipleship, emphasizing a vision of ministry for the new millennium.

**+THEO 300. Contemporary Theological Issues 3 credits**

This course will include examples from current movements in theology including ecumenical, liberation, Black, feminist, and Christian pacifism. It will focus on how contemporary theology both grows out of and challenges the Christian theological tradition. Prerequisites: One of the follow-

ing: THEO 101, 215, 219.

**+THEO 301. Jesus Christ: His Person and Mission** 3 credits

Study of Jesus Christ as both divine and human. Sources of revelation as interpreted by contemporary systematic theology and psychology. Prerequisites: One of the following: THEO 101, 202.

**+THEO 302. Interdisciplinary Seminar on Peace and Justice** 3 credits

This seminar is coordinated by faculty from theology and philosophy with an instructor from another discipline often invited to participate. Part of the interdisciplinary minor in justice and peace. (Same as PHIL 302) Prerequisites: One of the following: THEO 101, 201, 202, 219, PHIL 101, 207.

**THEO 303. The Theology of St. John** 3 credits

John's theology discovered by a reading and interpretation of his writings. Prerequisite: THEO 202 or instructor permission.

**THEO 304. The Theology of the Synoptic Gospels** 3 credits

Major themes and detailed interpretation of the first three Gospels: Matthew, Mark and Luke. Prerequisite: THEO 202 or instructor permission.

**THEO 305. The Theology of St. Paul** 3 credits

Pauline theology discovered by a reading and interpretation of his writings. Application made to modern religious questions. Prerequisite: THEO 202 or instructor permission.

**+THEO 306. Peace and Nonviolence in Comparative Scriptures** 3 credits

Studies selections from the Scriptures of Judaism, Christianity, Islam, Buddhism, and Hinduism that address peace and nonviolence. Introduces students to methods of reading scriptures in their historical and cultural contexts, as well as investi-

gating a range of subsequent interpretations and applications. Teachings of other religious traditions will also be surveyed. Prerequisite: THEO 202 or instructor permission.

**+WI-THEO 307. History of Christianity: Early and Medieval** 3 credits

The Church and Western society in the early and medieval periods. Prerequisites: One of the following: THEO101, 201, 202, 215, PHIL 101, 217, HIST 101, 115, 307, 310, 317.

**+WI-THEO 308. History of Christianity: Reformation and Modern** 3 credits

The Church and society from the Reformation through the modern age. Prerequisites: One of the following: THEO 101, 201, 202, 215, HIST 101, 115, 307, PHIL 101, 217.

**+THEO 309. Prayer, Spiritual Life and Liturgy** 3 credits

Examination of the historical patrimony of writing on prayer and the spiritual life. Serious attention is given to the full meaning and process of growth in holiness. Particular emphasis will be placed on the eucharistic liturgy as the source and summit of personal/communal prayer, as well as authentic ways of celebration. Prerequisites: One of the following: THEO 101, 201, 202, 215.

**+THEO 310. Music and Liturgy** 3 credits

Introduces liturgical music of the past and present and gives a practical knowledge of how, why, and when to use it. Practical experience in liturgical planning. Prerequisite: Instructor permission. (Same as MUS 310)

**+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. (Same as PHIL 311) Prerequisite: One of the following: PHIL 101, THEO 101, 201, 202, 219, BIO 101, 103, 104, 107, 108, 109, 110.

+ = Applicable toward general education degree requirements  
WI = Writing intensive course



**+THEO 312. 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 cities museums, galleries, archeological sites and public monuments as the primary educational tools. Prerequisites: One of the following: THEO 101, 201, 202, 215, PHIL 101, 217, HIST 101, 115, 307, 310, 317.

**+THEO 313. Celtic Spirituality 3 credits**

Studies Celtic spirituality from its earliest pre-Christian origins through contemporary times. Sources include key texts, art and artifacts, which function to introduce students to key themes that are inherent in Celtic spirituality. Students will be asked to consider these key themes and evaluate the contributions of Celtic spirituality to contemporary theological discussion. Prerequisites: One of the following: THEO 101, 201, 202, HIST 342, PHIL 101.

**+THEO 315. The Church: Its Meaning and Mission 3 credits**

Current theological thought on the faith community as it actualizes itself in the modern world. Prerequisites: One of the following: THEO 101, 202, 215, CATH 201.

**+THEO 317. Problems of Faith, Theological Anthropology 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: One of the following: THEO 101, 201, 202, 215, 219, 250 or completed 60 college level credits.

**+THEO 340. Women Theologians 3 credits**

Focus on selected readings from contemporary women who are recognized for their contribu-

tions 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: One of the following: THEO 101, 215, 219, WMST 201.

**+THEO 345. Introduction to Religions of the West 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: One of the following: THEO 101, 201, 202, 215, 250, 255 or completed 60 college level credits.

**+THEO 346. Introduction to Eastern Religions 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: One of the following: THEO 250, PHIL 101, 208 or completed 60 college level credits.

**+THEO 350. The Protestant Perspective 3 credits**

Introduction to spirit and forms of Protestantism, with consideration of historical perspectives, and emphasis on theological and ecclesial development. Prerequisites: One of the following: THEO

## Undergraduate Programs

101, 201, 202.

### **+THEO 354. The Jewish Perspective** 3 credits

Examines perspectives on Jewish life and thought. Topics may include Jewish theology, worship, writings, personages and the fundamentals of Judaism. Prerequisites: One of the following: THEO 101, 201, 250.

### **THEO 362. Social Justice** 3 credits

Church teaching on social justice since Leo XIII. Application of principles to contemporary issues such as discrimination, capital punishment, warfare, peace and nonviolence, poverty and hunger. Prerequisites: One of the following: THEO 101, 201, 202, 219, PHIL 101, 207, 208, 210, 302.

### **+THEO 365. Theology of Christian Marriage** 3 credits

Examines fundamental factors governing 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: One of the following: THEO 101, 201, 202, 215, CATH 201, PHIL 101, SOC 323. Additional courses in sociology or psychology may be considered with instructor permission.

### **THEO 370. Special Topics in Theology** 1–3 credits

For students with special interest in theology. Students organize a reading program with the guidance and approval of the instructor.

### **THEO 375. Special Topics in Scripture** 3 credits

Study of a particular aspect of the thought of the Old or New Testament. May be a class or individual directed study. Prerequisite: THEO 201 or 202, depending on the nature of the special topic.

### **THEO 390. Sharing Faith: Contemporary Catechesis** 3 credits

Principles of faith sharing according to contem-

porary 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 and THEO 201, 202 or 219.

### **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. Bioethics** 3 credits

Study of the intricate relationship among science, medicine, law, and ethics today. Prerequisite: A basic course in moral theology, ethics, or instructor permission. Prerequisites: One of the following: THEO 101, 219, PHIL 207.

### **+THEO 403. The Holocaust** 3 credits

Study of the historical event known as the “Holocaust.” After a brief overview of the history of anti-semitism, will focus on conditions which gave rise to Nazi anti-semitism, the “Final Solution,” and Jewish existence in the Nazi ghettos and death camps, Jewish resistance, the help of “Righteous Gentiles,” and ethical issues addressed by post-Holocaust theologians. Prerequisites: One of the following: THEO 250, 255, HIST 102, 225, PHIL 210.

### **+THEO 404. The Catholic Perspective** 3 credits

Study of qualities and characteristics, philosophy and theology that distinguishes Catholic perspective from others within the human family, among the religions of the world, and as a part of the broader Christian community. Prerequisite: CATH 201.

### **+THEO 409. Christian Mystical Tradition** 3 credits

Explores the soul’s process of passing from

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

“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.  
Prerequisite: THEO 309 or completed 60 college level credits.

**THEO 411. Senior Seminar in Theology 3 credits**  
Capstone course for senior theology majors challenges them to create a synthesis and integration of various theological disciplines utilizing tools of theology method, theological reflection and personal integration. Requires in depth research and writing of various themes determined by collaboration between student and professor. The research, writing, and oral delivery of completed research/integration projects serves as a means of assessing both theological competency and faith growth. Focuses on a synthesis of four areas of required theological study, i.e. biblical, historical-systematic, moral, and sacramental-spiritual.  
Prerequisite: Twelve credits in Theology.

**THEO 444. Art of Christian  
Pastoral Counseling 3 credits**  
An introductory survey of the dynamic principles of theology, tradition, and applied pastoral skills and experience within the Christian tradition.  
Prerequisite: PSYC 342 or instructor permission.

**THEO 450. Theology of Eucharist 3 credits**  
“The Constitution on the Sacred Liturgy,” in Vatican II defined the Eucharist as “the summit and means by which all the prayers of the church are directed. Eucharist is the core mystery and sacrament of Christ’s Incarnation presence in the church and in the World.” Explores in detail the theological, spiritual, and pastoral implications of Eucharistic doctrine outlined in the document on the Liturgy. Special emphasis on exploring the theological and pastoral dynamic of Eucharist as “sacrifice” and as “meal.” The ultimate goal of the course is to challenge students to investigate the possibilities of Eucharist as a transforming

power in the world, secular and sacred.  
Prerequisite: THEO 215.

**Certificate in Youth Ministry**  
A ministry-education program for those in ministry with youth, ages 8 to 18, in both parish and school settings. Equips leaders with knowledge, skills, and practical tools and techniques needed for creative and comprehensive youth ministry. Program includes eight courses. The primary aim is to promote personal, spiritual, and ministerial growth. Courses will be offered on SAU Campus during two separate weekends in June and July.

**THEO 391. Practices of Youth Ministry 1 credit**  
Develops practical principles for ministry with youth drawn from psychology, sociology, culture, family, and social trends which are relevant for ministry with youth.

**THEO 392. Principles of Youth Ministry 1 credit**  
Expands understanding of theological foundations of Christian ministry and contemporary spirituality for ministry. A contemporary view of the mission and ministries of the Church integrates theological and historical analysis.  
Explores future direction of Church ministries.

**THEO 393. Fostering the Faith Growth of Youth Through Evangelization and Catechesis 1 credit**  
Develops skills for evangelizing and storytelling, organizing a catechetical curriculum for younger and older adolescents, and creating learning experiences that respect the learning styles of adolescents from different cultures.

**THEO 394. Fostering the Faith Growth of Youth Through Justice and Service 1 credit**  
Explores the foundations of fostering a justice and peace consciousness and spirituality in youth drawn from theology and scripture, social analysis, and adolescent development. Develops principles and skills for creating educational programs, service/action projects, and infusion strategies for justice, peace and service.

**THEO 395. Fostering the Faith Growth of Youth Through Prayer and Worship 1 credit**

Explores the interrelationship of growth in faith and spiritual development. Includes an analysis of adolescent spirituality and spiritual development, and of the contexts and approaches for nourishing the spiritual growth of youth.

**THEO 396. Foundations for Ministry Leadership 1 credit**

Presents principles for doing youth ministry in a multi-cultural society and church. Special emphasis on understanding of culture, dynamics of cross-cultural contact at the systemic and interpersonal level, cross-cultural communication, and the problem of prejudice. Specific issues facing youth of various cultures in the U.S. and models of multi-cultural youth ministry covered to enable youth ministers to effectively work with youth from their own and other cultural groups.

**THEO 397. Skills for Christian Leadership 1 credit**

A practical guide to working effectively in identifying, enabling and exemplifying talent, gifts, skills in self and others. Principles of leadership will be examined as both temporal and spiritual. Empowers participants spiritually in order to recognize the operative gifts of the Spirit in themselves and others. Provides students with a vocabulary and tools to minister in their respective churches effectively and skillfully.

**THEO 398. Fostering the Faith Growth of Youth Through Pastoral Care 1 credit**

Approaches the ministry of care as a service to individual persons, those ministering to them, and the broader service of the Church and world. Develops a theoretical and practical interpretation of the meaning of pastoral care within the context of the Judeo-Christian faith tradition. Combines theory and practice to introduce students to the multi-dimensions of pastoral care

within a variety of ministries, more specifically in youth ministry. Emphasis on communication and listening skills, assessment of symptoms, crisis, and conflict while demonstrating potential for spiritual and psychological change within a process of transformation, utilizing the power of freedom, creativity, community, relationship, and redemptive love.

## Women's Studies

Students pursuing a women's studies minor must select a mentor from members of the Women's Studies Advisory Committee. The mentor will guide and direct the student in selecting courses.

**Requirements for the Interdisciplinary Minor:** (18 credits) including WMST 201, 390. At least six credits from: ENGL 222, HIST 320, 367, PSYC 203, 312, THEO 340, WMST 310, 315, 320, 340. Up to six credits from: COMM 203, CRJU 487/587, ENGL 304, KIN 273, MGMT 337, SVLN 201, SOC 225, 240, 323, THEO 300, 362, WMST 350.

Course Descriptions

**+WMST 201. Women's Studies: A Cross-Cultural Introduction 3 credits**  
Provides an overview of topics and approaches that mark women's studies across disciplinary and cultural boundaries.

**WMST 310. Topics in Women's Studies 3 credits**  
Explores a particular issue related to women and/or gender in an interdisciplinary setting. Prerequisite: Instructor permission.

**+WMST 315. Latin American Women's Issues 3 credits**  
Explores the challenges and the opportunities faced by Latin American women of the past and present. Prerequisite: Sophomore status.

**+WMST 320. Irish Women and Film 3 credits**  
Explores representations of Irish women in film

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

and their roles in Irish culture in relation to issues of morality and justice. Examines the construction of film, the Irish film industry, and the influence of Irish politics on Irish film making, as well as the way these topics create specific conditions of possibility for Irish Women.

**+WMST 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 oppresses passionate, unconventional, and disobedient women of the past and present.

**WMST 350. Independent Study 1–3 credits**

Directed individual reading, research and/or writing on topics approved by the Women’s Studies Advisory Committee. Prerequisite: Instructor permission.

**WI-WMST 390. Women’s Studies**

**Seminar 3 credits**

Provides an opportunity for scholarly research and writing in an interdisciplinary setting.

Prerequisites: WMST 201 and six credits of course work in the minor, or instructor permission.



# Graduate Information

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## Academic and General Information

### Degrees

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

Master of Accounting

Master of Business Administration

Master of Criminal Justice

Master of Education in Educational Administration

Master of Education in Special Education

Master of Education in Teaching

Master of Science in Information Technology Management

Master of Science in Nursing

Master of Occupational Therapy

Master of Science in Occupational Therapy

Master of Organizational Leadership

Master of Pastoral Theology

Master of Social Work

Doctor of Business Administration

Doctor of Physical Therapy

### Graduate Education Academic Policies

The following are minimal policies and procedures which apply to all St. Ambrose University graduate programs, and which were approved by the St. Ambrose University Graduate Council. Each program has additional policies which are explained in that program's admissions packet or other program materials. In addition, some programs have a student handbook which provides additional information. In the event that a program's policies or procedures are more restrictive than those listed in this section, the program's policies and procedures will supersede the minimal standards listed in this section. Admission information can be found in the general information section of the catalog. Graduate program admission requirements vary by program.

### Transfer Credits

Transfer policies vary across departmental pro-

grams, and each program has its own rules. Transfer credits must be from an accredited program. Additional information is available in the department of interests application packet.

### Experiential Learning Credit / Credit Through Examination

Some departments acknowledge the role of prior experiential learning by awarding a limited number of credits for documented learning (documented through exam or portfolio preparation). Check with the director of the program of interest for specific information.

### Degree Requirements

Each graduate program has its degree requirements listed with the curricula and course descriptions immediately following the graduate information section of the catalog. Because of the dynamic nature of graduate education, the following information may be subject to change as programs evolve through the faculty approval process. Students should check with the director of the specific program they are enrolled in, or the director's designee, to ensure that they have the most current set of approved requirements, policies, and procedures.

### Graduate Level Grading System

The Graduate Council has approved the following as the acceptable description of grades and grade quality points. Some programs may not use the entire range of grades. Students should refer to their program's student handbook for grading policies specific to their area of study.

A	Superior performance
A- ; B+, B	Suitably proficient performance
B-; C+, C	Marginal performance
C-; D	Unsatisfactory performance
F	Failure
P	Passing work completed in a course where the student is registered Pass/No Pass
NP	Not passing work completed in a course where the student is registered



Pass/No Pass

Note: With regard to “P” and “NP” grades, a “P” grade would indicate work equivalent to an A, B, or C. An “NP” grade would indicate work equivalent to a D or F. If further clarification of a “P” or “NP” grade is required, such as when a student transfers coursework to another program or institution, the student should consult with the director of the program in which she or he earned the Pass/No Pass grade.

W	Withdrawal from a course (not a grade)
WF	Withdrawal from a course while doing failing work
WP	Withdrawal from a course while doing passing work
Incomplete	Student does not complete all course requirements (grade must be amended in accordance with regular university and graduate program policies.)
IP	In Progress work (for students in courses that are not expected to be completed within the normal semester, i.e. Special Education Thesis. See explanation below.)

Note: 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 are approved by the Educational Policies 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. Unless extended by the program director or faculty member, or allowed by program policy for specific courses, completion of course work is limited to one academic year from date of enrollment.
2. This grade will carry “Resident Credit” that can be used to meet financial aid and loan deferment requirements for one academic year from date of enrollment.
3. Satisfactory progress has to be confirmed by the department chair at the beginning of each

semester within the academic year.

4. Unless extended or allowed as indicated in item 1 immediately above, 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.
- X Absence from the final examination (a schedule of completion is to be worked out in accordance with regular University and graduate program policies.)
- AU Course taken on audit basis

**Grade Quality Points**

- A = 4.00
- A- = 3.75
- B+ = 3.50
- B = 3.00
- B- = 2.75
- C+ = 2.50
- C = 2.00
- C- = 1.75
- D = 1.00
- F = 0.00

**Good Academic Standing**

A “B” (3.0 point) average or above is to be maintained in all course work to remain in good academic standing. Individual programs may have requirements in addition to this. Consult the departmental admission packet for information on your program. Failure to meet these academic requirements will lead to, at a minimum, a probationary status. Students need to remove themselves from probation within two consecutive semesters. A student dropped for academic deficiency may appeal to the appropriate program director according to each program’s policy. A 3.0 grade point or above is required to graduate.

Policies on Appeals

As it is the fundamental responsibility of the faculty of the university to ensure the academic integrity of the programs that they are responsible for, each program has its own policies for

handling student academic and professional matters. Such matters include, but are not limited to, admissions and grade appeals and other students reviews. Appeals will deal with errors of fact or matters of due process. Specifics of processes should be obtained from the program.

### Full-time and Part-time Status

The registrar certifies a graduate student with a class load of nine semester credits as a full-time student, one with six semester credits as 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. For financial aid, a loan will be certified for half-time enrollment if a graduate student is enrolled in at least 4-1/2 credits for a fall or spring term. For summer, a loan will be certified for a minimum of 3 graduate credits.

### Change of Registration

Students wishing to change their registration must record it officially on the appropriate form in the Office of Records and Registration, or the student 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 inform the appropriate graduate office and confirm that the change has been recorded in Records and Registration.

During a 15-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. During sessions, which are less than 16 weeks, the time periods are prorated for withdrawal.

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.

### Re-taking Coursework

Students should refer to their departmental program student handbook for policies specific to their area of study. If retaking a course is allowed by a program, no more than two courses may be retaken.

### 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.

### Graduate Expenses

Tuition and fees vary by program. Contact the program director for current information.

### Tuition Refunds

Students are obligated for the full amount of tuition for which they are registered, subject to the refund schedule. For information on the tuition refund schedule, contact program office, the Records and Registration Office, or the Student Account Services Office.

### Policies Regulating Academic Integrity

Information regarding Academic Integrity can be found in the General Information section of the catalog.

### Research, Theses, and Comprehensive Exams

Research, theses, dissertations, and comprehensive examination requirements are established by the individual graduate programs within the University. Graduate departments see that theses and dissertations are consistent in style and format, suitable for publication, binding, and permanent storage in the library.

### Certification for Degree Completion

The graduate department completes a degree audit which states the student has completed the degree requirements. This degree audit is then reviewed by the Records and Registration office,

which verifies degree completion for the student's official record and for graduation. Information on timelines for application for graduation can be obtained from the program director or departmental designee.

### **Graduate Commencement Policy**

Graduate students can participate in commencement upon certification by a graduate program director. Each program has its own policy regarding who may participate in commencement.

### **Graduate Student Government**

All registered graduate students are eligible to serve in the Graduate Student Government Association (GSGA). The GSGA elects its officers and meets monthly, representing student concerns, planning student activities and providing certain services to the graduate students not otherwise provided by the university administration and staff.

### **Disabilities Services**

Students with disabilities may use a variety of services or reasonable accommodations intended to reduce the effects that a disability may have on their academic performance. Services do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their academic abilities.

Services may include readers, scribes, notetakers, sign language interpreters, alternate exam arrangements, advocacy, academic advising, books on tape, screening and referral for diagnosis of a disability, and liaison with other university and state agencies. A learning disabilities specialist and graduate assistants provide one-to-one learning skills instruction. The University also has a FM hearing assistance system for use in the Galvin Fine Arts Center and Christ the King Chapel. Personal transmitters and receivers are available for use in the classroom.

Services and accommodations are not limited to those listed above. Students are encouraged to

meet with the director of Services for Students with Disabilities to discuss services that will allow equal access to the opportunities provided by the university.



# Graduate Programs

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## 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. 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 pre-

requisite 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. A GMAT score of 450 or greater is required. 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.

### 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 9 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. Probationary admission occurs when a student has an admission formula score below 1100. These applications are reviewed for probation-

ary status on a case-by-case basis by the MAcc director. Admission decisions will take into consideration the student's personal motivation to succeed.

4. Special Student Status is granted to students who wish to enroll in graduate level courses, but are not seeking a graduate degree or credential. Special Status Students are allowed to take up to three graduate courses without declaring a program of study. They are required to follow regular application and registration procedures (except for the GMAT).

### 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. In order for the student to register for classes, the College of Business Graduate Office must receive 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 9 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 at the level of college algebra or higher. A candidate may enroll in a Master of Accounting course as soon as the prerequisites for the course, which are listed in this catalog, are met.

**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, 616, 618, 620, 625; and a maximum of fifteen semester credits of graduate electives which must be approved by the accounting department.

**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, 616, 618, 620, 625; nine hours of required graduate systems courses from the following courses: CSCI 515, 560, 570,

## Graduate Programs

600, 630, 640, 650, 660, 740 and MBA 783; and six hours graduate electives approved by the accounting department.

### Course Descriptions

#### **MAC 601. Advanced Financial**

##### **Accounting Theory & Emerging Issues 3 credits**

A study of financial accounting theories such as efficient market hypothesis and equity theories and their treatment in the accounting for pensions, leases, deferred income taxes, and other financial accounting issues. Includes the study of FASB, the Emerging Issues Task Force, SEC, AICPA and other influential organizations. Emphasis on the analysis of pros and cons of alternative treatments. 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 requisite for a career as a controller, including accounting and budgeting for management control and performance and evaluation issues. Prerequisites: ACCT 307.

#### **MAC 605. Advanced Tax Topics 3 credits**

Review of the federal tax code related to corporations, partnerships, estates and trusts. Tax planning to maximize preferential tax treatment. Prerequisites: ACCT 301, 305, or equivalent

#### **MAC 606. Advanced Auditing 3 credits**

A critical study of the public accounting profession, structure, and problems. Examination of public accounting issues such as regulation, opinion shopping, legal liability, and audit pricing with particular emphasis on current developments in the profession. Prerequisite: ACCT 304 or equivalent.

#### **MAC 607. Research/Cases in Taxation**

**3 credits**

Covers individual and corporate taxation. Looks at business problems in a total financial sense including how taxes will impact various alternatives. Tax aspects of corporate mergers, acquisitions, reorganizations, and liquidations are studied along with the state taxation of corporations. Prerequisites: ACCT 301, 302; ACCT 305, 306, or equivalent.

#### **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, or equivalent, or instructor's permission.

#### **MAC 609. Research Methods/Report Writing**

##### **and Communication in Business 3 credits**

A study of the examination of methods of inquiry and research and development of competence in professional writing. Includes extensive library research and outside readings in areas of selected accounting literature. Numerous writing projects are required including a major research paper. Prerequisites: ACCT 301, 302, or equivalent.

#### **MAC 610. Advanced Financial Accounting**

##### **Topics 3 credits**

An in-depth analysis of advanced, specialized phases of financial accounting. Topics include consolidations, partnerships, foreign currency transactions, bankruptcy, and Securities and Exchange Commission reporting requirements. Prerequisites: ACCT 301, 302, or equivalent.

#### **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. Prerequisites: ACCT 301, 302 or equivalent.

**MAC 616. Government and Nonprofit Accounting** **3 credits**  
Study of accounting and financial reporting principles for state and local governments; public and private colleges, hospitals, and other nonprofits. Prerequisites: ACCT 201, 202, or equivalent

**MAC 618. International Accounting** **3 credits**  
A study of financial accounting concepts at the international level. Concepts include foreign currency transactions, interpreting foreign financial statements, presentation of foreign/domestic financial statements, and the role of the accountant in international monetary transactions. Prerequisites: ACCT 301, 302, or equivalent.

**MAC 620. Seminar in Graduate Accounting Topics** **1–3 credits**  
Advanced study of specific accounting topics, issues or themes. Topics specified each semester. Students may repeat course if it is on a separate topic not previously studied for credit. Examples of topics include: Taxation of Closely Held Businesses, Financial Derivative, Accounting Ethics, Sarbanes-Oxley, and Environmental Law. Prerequisites: minimum of ACCT 301 and ACCT 302, or equivalent. Other prerequisites vary with topic being offered, subject to instructor's discretion.

**MAC 622. Forensic Accounting** **3 credits**  
This course will provide an examination of the various aspects of fraud prevention and detection, including the sociology and elements of fraud, types and costs of 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 or equivalent.

**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. Director approval required.

## 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 primarily to meet the needs of students who are employed on a full-time basis. Most weeknight classes meet one night a week for twelve weeks over a 15-week period during the fall and spring semesters and for two nights a week during the abbreviated summer sessions. A limited number of classes are held on campus during the day and on Saturdays and meet 12 times over a 15-week period. Students may attend weeknight classes only, or any combination of weeknight, daytime and Saturday classes. The H.L. McLaughlin MBA Program is also offered in Muscatine, Burlington, Ottumwa, Cedar Rapids and Waterloo. Courses at the satellite sites are only offered on the weeknights.

Students may complete the general degree program in two and two-thirds years (2-2/3) by tak-

ing two courses in the fall, two in the spring and one in the summer (assuming that MBA 690-LTPS, which is a one-week, daytime seminar, is also taken during one of the academic terms). Students who wish to finish the program in a shorter time-frame may do so by combining day, evening and Saturday courses during the pre-fall, fall, winter-interim, spring and summer sessions. Students desiring to complete a concentration may take longer to complete their program of study.

Students must complete the program within ten (10) years. Thus, if a course from the St. Ambrose MBA Program is older than ten (10) years, the course will not count towards the degree and must be repeated. Transfer credits will only be accepted if taken within the last five (5) years.

### Admission Requirements

- Individuals with a bachelor's degree in any field from an accredited institution may apply to the H.L. McLaughlin MBA program. Note: Students without a bachelors's degree in a business field are subject to take prerequisites. See pre-MBA course section.
  - Official transcripts from each undergraduate and graduate school attended must be sent to the College of Business Office.
  - Candidates for the MBA program must submit an official score from the Graduate Management Admissions Test. GMAT scores older than five (5) years will not be accepted, unless the 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), and 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.
  - The admission formula is calculated by multiplying the undergraduate grade point average by 200 and adding the GMAT composite score. A minimum score of 1050 is a requirement, but not a guarantee, for admission. The GMAT score is required to determine full admission. However, students without an undergraduate business degree may register under the special student status for MBA 501 and MBA 502 prior to taking the GMAT. Taking MBA 501 and 502 does not eliminate the GMAT requirement for full admission. Therefore, applicants are encouraged to take the GMAT early in their decision to apply.
  - Candidates must complete and submit a professional portfolio including the following: A professional resume and a 1-2 page essay discussing professional skills developed to date, how to expand on skills and abilities while in the MBA program, short-term and long-term life and career goals and how the MBA degree will assist in achieving goals.
  - Candidates must submit two letters of recommendation, which address the student's ability to be successful in graduate school.
  - A minimum TOEFL score of 550 (paper) or 213 (computer) or IBT score of 79-80 is required for international students whose native language or undergraduate experience is not in English.
- Admission decisions will be made based on a thorough review of all application materials. Candidates who are not accepted may be considered for a limited number of conditional admission spots. In order to be considered for conditional status, a candidate must submit:
- An essay on one of the following topics (maximum 750 words): an organizational change effort; a creative solution to an organizational problem; or a risk taken within an organization.
  - An additional letter of recommendation from someone who has agreed to talk to the MBA admissions committee in person. This individual must have observed the candidates abilities within the past two years.

- A candidate considered for conditional admission may also be asked to interview with the MBA academic committee.

### **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 Office must have received: an application with the non-refundable application fee, official transcripts, and an official GMAT score not older than five years, a completed professional portfolio and two (2) letters of recommendation for the file to be complete. Once the file is complete, an MBA academic committee will determine whether a candidate is granted full admission.
2. **Conditional Admission** – Candidates who are not fully admitted may be considered for a limited number of conditional admissions spots. In order to be considered a candidate must have a complete admissions file and must submit an additional essay and an additional letter of recommendation. Once these additional materials are complete, an MBA academic committee will determine whether a candidate is granted conditional admission. Candidates placed on conditional admission status will be granted full admission once a minimum grade point average of 3.2 has been obtained in the candidate’s first four 600-level MBA course.
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. This status includes those who are only seeking a graduate certificate. It also applies to students who have not submitted the GMAT score and are being allowed to enroll in MBA 501 and 502. The College of Business Office must have received: An application, with the non-refundable application fee, and official transcripts for the file to be considered for special student status. Unless a

student is progressing towards a graduate certificate, a special status student will only be allowed to take MBA 501 and 502 without completing the admission file. Students under this status who have completed the graduate certificate program and who desire to matriculate into the MBA program must go through the regular admissions procedures.

### **Pre-MBA Courses**

Students with a Bachelor's degree in a business area are exempt from taking MBA 501 and MBA 502. Other students (those without bachelor's degrees in business) will be placed into these courses according to the following:

1. Those with a GMAT composite score greater than 550 will be exempt from MBA 501 and MBA 502.
2. Those with a GMAT composite score less than 550 will be required to take MBA 501 and MBA 502, unless submitting a successful appeal. Upon receiving the appeal, an MBA academic committee will consider the student's work experience and academic background in determining if the student will be exempt from taking MBA 501, MBA 502 or both. If a student is not waived out of these courses based on the appeal, test out opportunities will be available.
3. A student may decide, even if exempt, to take these courses. However, the courses only count as required pre-requisites and will not substitute for graduate electives in the student's program of study.

Students may be exempt from taking MBA 503, provided they have satisfied all of the following:

1. The student has completed a course in statistics at the undergraduate level, earning at least a grade of B-.
2. The student has completed the GMAT and has scored in at least the 40% percentile on the quantitative portion of the aptitude test.
3. In no case would a student with a grade below a B- in undergraduate statistics or a GMAT

## Graduate Programs

score below the 40% be granted an exemption from the full course.

Note: MBA 503 is not a review of algebra. Students who feel they are weak in basic algebra skills are highly encouraged to take an undergraduate algebra course before entering the program.

If a student is required to take 2 or more 500 level courses, these courses must be complete before a student may enroll in most 600 level courses. If a student is required to take only one 500 level course, this course may be taken concurrently with either MBA 605 or 610 during a student's first semester of study. MBA 690 may be taken before the 500 level courses are complete.

The GMAT score is needed to determine academic admission. Students without an undergraduate business degree may register under the special student status for MBA 501 and MBA 502 prior to taking the GMAT. Taking MBA 501, 502, and 690 does not eliminate the GMAT requirement for full admission. Therefore, applicants are encouraged to take the GMAT soon after their decision to apply.

**Graduate Course Requirements for the Master of Business Administration:** 46 semester credits in MBA courses including MBA 603, 605, 606, 610, 615, 621, 626, 670, 675, 680, 690, 800, 801 and 9 elective credits (700 level or above).

### **Concentration Concept**

Some students may wish to focus their studies in a specific discipline rather than take three elective courses. A concentration concept has been developed for this purpose. Students electing this concentration concept will take 17 courses (13 required courses, 4 concentration courses). The seven areas of concentration are: Finance, Health Care Administration, Human Resource Management, International Management,

Management Information Systems, Marketing Management, and Not-For-Profit Management.

### **Certificates**

The following certificate programs are available:

#### **Certificate in Health Care Administration**

A master's level certificate in health care administration comprised of 15 credit hours is available through St. Ambrose University. The certificate consists of three health care administration courses including MBA 790, MBA 791 and MBA 792. Students then select three courses from the following elective credits: MBA/MOL 621, MBA 794, MBA 795, MBA, 796, MBA 797, or DPT 660. Certificate students must apply for admission as a special status student by filling out the certificate program application and by sending in official undergraduate transcripts in order to enroll in the health care administration certificate option. Upon completion of the certificate, a student may apply credits earned toward an MBA, provided the student completes the MBA application process and is admitted into the MBA program.

#### **Certificate in Human Resource Management**

A master's level certificate in human resource management comprised of 12-15 credit hours is available through St. Ambrose University. The certificate consists of 4-5 MBA courses including MBA 785 or equivalent experience as a pre-requisite for the other courses. Students must select any four of the following courses to complete the certificate: MBA 760, MBA 761, MBA 762, MBA 763, MBA 764, MBA 765, MBA 721. Certificate students must apply for admission as a special status student by filling out the certificate program application and by sending in official undergraduate transcripts in order to enroll in the human resource management certificate option. Upon completion of the certificate, a student may apply credits earned toward an MBA, provided the student completes the MBA applica-

tion process and is admitted into the MBA program.

#### **Certificate in International Management**

A master's level certificate in international management comprised of 12 credit hours is available through St. Ambrose University. The certificate consists of four international MBA courses including MBA 730, MBA 731, MBA 732 and MBA 733. Certificate students must apply for admission as a special status student by filling out the certificate program application and by sending in official undergraduate transcripts in order to enroll in the international management certificate option. Upon completion of the certificate, a student may apply credits earned toward an MBA, provided the student completes the MBA application process and is admitted into the MBA program.

#### **Certificate in Not-for-Profit Management**

A master's level certificate in not-for-profit management comprised of 15 credit hours is available through St. Ambrose University. The certificate consists of three not-for-profit MBA courses including MBA 740, MBA 741, and MBA 742. Students then select two courses from a the following elective credits: MBA/MOL 621, MBA 785/MOL 685, MBA 680, MBA/MOL 690, MOL 540, MOL 529, MPTh 552, MCJ 640, or MSW 870. Certificate students must apply for admission as a special status student by filling out the certificate program application and by sending in official undergraduate transcripts in order to enroll in the not-for-profit management certificate option. Upon completion of the certificate, a student may apply credits earned toward an MBA, provided the student completes the MBA application process and is admitted into the MBA program.

#### **Certificate in Organizational Management**

A master's level certificate in organizational management comprised of 15 credit hours is available through St. Ambrose University. The certificate

consists of 5 courses including MBA/MOL 690, MBA/MOL 621, MBA785/MOL 685, MOL 701 and MBA 615/MOL 710. Certificate students must apply for admission as a special status student by filling out the certificate program application and by sending in official undergraduate transcripts in order to enroll in the organizational management certificate option. Upon completion of the certificate, a student may apply credits earned toward an MBA, provided the student completes the MBA application process and is admitted into the MBA program.

Course Descriptions

#### **Pre-MBA Courses**

#### **MBA 501. Business and Organizational Foundations I**

**3 credits**

An overview of business fundamentals necessary for an organization to succeed in today's environment. Students will be introduced to many aspects of business, including business definitions and humanistic considerations. Concepts, will include, but not be limited to: stakeholders, life-cycles, growth models, external environment factors, mission statements, goals and objectives, SWOT analysis, organizational structures, marketing concept and philosophies, 4 P's of marketing, marketing plans, segmentation/targeting/positioning, consumer behavior fundamentals, and business law fundamentals.

#### **MBA 502. Business and Organizational Foundations II**

**3 credits**

An overview of business fundamentals necessary for an organization to succeed in today's environment. Students will be introduced to many aspects of business, including business measurement and operations. Students will gain an understanding of the following concepts, which will include but not be limited to: the business life-cycle, product definition, company definition, resource requirements, accounting, costs, analysis of alternatives, production planning, demand and equilibrium, and improving the business.

**MBA 503. Quantitative Studies for Graduate Business Students** 4 credits

Necessary mathematical topics for the successful completion of the quantitative courses in the MBA program: linear functions; polynomial and rational functions; probability, fundamentals of statistical analysis; and basic techniques for finding derivatives including the use of the chain rule.

**Required Courses**

**MBA 603. Statistical Applications in the Discipline** 1 credit

The investigation of a realistic problem in marketing, management, economics, or finance using statistics. It reinforces the issues of data reliability and proper inference in the managerial context. Prerequisite: MBA 503 (if required).

**MBA 605. Integrative Organizational Theory and Business Systems** 3 credits

A comprehensive view of business near the beginning of the MBA program. 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 previews the other courses in the program.

**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, capital investment models, contribution analysis and developing trends. Prerequisite: MBA 502 (if required).

**MBA 610. Managing in the Business Environment** 3 credits

Addresses the external environment in which an organization resides, studying the relationship between business and society by drawing on economic, political, sociological and legal theories and applying them to specific business contexts.

The regulatory and global environment will also be studied. An understanding of how broader societal issues can affect business decisions will be gained. Emphasizes case studies of current business practices.

**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 organization 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. Prerequisites: MBA 503 (if required).

**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 503 (if required), MBA 621.

**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 503 (if required), MBA 606, MBA 610.

**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 COB office of intent to enroll is recommended.

**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 600-level coursework. A student should take this course in one of the two last semesters. Exceptions may be made, provided a student is near the end of the program and has had MBA 670 and MBA 680.

**MBA 801. Organizational 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 prior MBA coursework.

**Electives**

Students must enroll in three electives. The specific selection of courses is dependent upon the student's academic and/or professional background and career needs and interests.

**MBA 700. Entrepreneurship and Small Business Management 3 credits**

Designed to trace the entrepreneurial process from the initial idea through business operations to the harvest. It is organized into four parts: entrepreneurial process; evaluating opportunity and developing the business concept; assessing and acquiring resources; and managing and harvesting the venture. The purchase of businesses and franchises are also discussed. Cases are

extensively used throughout the course.

**MBA 713. Graduate Internship 1-3 credits**

This course provides students with a practical, real world experience in business by working under the supervision of a business professional. A research project related to this work experience is required. Grading is pass/no pass. MBA Director approval is required. If the student is international, there must be complete compliance to all non-immigrant federal rules and regulations.

**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, video taping of group meetings and actual on the job performance for a customer. Course completion graded on pass/fail basis.

**MBA 734. International Marketing 3 credits**

This course will focus on the methodologies and skills of international marketing, and covers a wide array of topics ranging from pricing decisions to market segmentation and distribution. Central to all course deliberations is the question of what international marketing is, who does it to whom how do they do it, and where does it all fit within the rubric of contemporary international business strategy?

**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 dis-

putes, 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.

**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.

**Concentrations**

Many students opt for the Management Generalist program of 15 courses (45 credits); however, four concentrations are offered (only at the main campus), requiring a student to take 17 courses (51 credits). Students electing a basic concentration are required to take the same 13 specified graduate courses plus the four respective courses listed in the catalog – consequently, no individual career needs courses are taken. The concentrations are Finance, Health Care Administration, Human Resource Management, International Management, Management Information Systems, Marketing Management and Not-For-Profit Management.

Students who wish to complete a concentration, or take a concentration course as a career needs elective, may have to take certain prerequisite courses beforehand. Students with appropriate practical experience and/or related undergraduate coursework in lieu of prerequisites will be evaluated for admission on an individual basis.

**Finance Concentration**

**MBA 750. Financial Institutions Management 3 credits**

This course is designed to familiarize students with the workings of a commercial bank Topics that will be explored include the functions of



banks, regulations, industry structure, evaluating performance and risk and strategic management of the bank. Prerequisites: MBA 675 or permission of the MBA Academic Advisor.

**MBA 751. Advance Corporate Financial Management** **3 credits**

This course is designed to cover key areas of corporate finance in greater depth than in MBA 675. It will involve applying basic financial analysis techniques, investigation of the latest financial approaches in depth to realistic problems faced by the corporate financial manager. Special emphasis will be given to the relationship of decisions to internal cash flow and various sources and forms of capital available to firms. Prerequisites: MBA 675 or permission of the MBA Academic Advisor.

**MBA 752. Investments: Security Analysis** **3 credits**

The objectives of this course are to give the participant an in-depth understanding of corporate and personal security investments. Attention will be given to individual company performance and its effect on its common stock and preferred securities. Attention will be given to understanding stock exchanges, personal investment analysis, portfolio construction, trading techniques and profit maximization. Prerequisites: MBA 675 or permission of the MBA Academic Advisor.

**Plus one of the following electives:**

**MBA 753. Investments: Portfolio and Risk Management** **3 credits**

This course is an intensive study of the investment portfolios of individual and institutions, focusing on styles of management and risk analysis of such positions. It includes more advanced valuation issues and the use of derivative securities for investment and management of risk positions. Prerequisites: MBA 675 or permission of the MBA Academic Advisor.

**MBA 754. Topics in Finance** **3 credits**

This course is designed to allow for the mounting of various topics in finance not covered in MBA 750-753. The determination of the topics will be determined by issues relevant at this time or the interest of both faculty and students to study a particular topics. Examples of topics might be ethics and financial decision making or mergers and acquisitions. Prerequisite: MBA 675 or permission of the MBA Academic Advisor.

**Health Care Concentration**

**MBA 790. The Health Care Sector** **3 credits**

This course will be an introduction to the unique characteristics of health care management. The legal, regulatory, ethical, philosophical and economic environment of the health care sector will be the primary focus. An examination of how these areas affect the management of a health care organization will be presented.

**MBA 791. Informatics** **3 credits**

This course will examine the use of information systems in health care organization. Potential topics include: clinical and administrative MIS systems and models; collecting, storing and retrieving data to support management activities; and the use of MIS in the areas of strategic planning and quality management.

**MBA 792. Quality and Patient Safety** **3 credits**

This course will examine quality control systems and issues, including how evidence based medicine is impacting reimbursement, and the quality issues related thereto. Additional topics include understanding basic safety design principles, such as standardization and simplification and measuring quality of care in terms of structure, process and outcomes.

**Plus one of the following electives:**

**MBA 794. Strategic Marketing in Health Care** **3 credits**

Health care organizations and integrated delivery systems face challenges from marketing in the health care field because of traditional and histor-

ical biases which relate to this industry. The use of advertising and promotion has been taboo in the health care field, particularly as relates to non-for-profit organizations and physicians in medical practice.

**MBA 795. Health Care Professional Management Issues 3 credits**

Addresses issues related to health care professionals and their interrelationships with other physicians, health care administrators, therapists, nurses, and patients. The course should look at medical staff structure and functions, health care professionals in administrative positions, as salaried employees, and as leaders in health care organizations.

**MBA 796. Health Care Integrated Delivery Systems Management 3 credits**

Focuses on the concept of Integrated Delivery Systems, which has recently become significant in the strategic planning of health care systems. IDS are totally integrated health care systems both horizontally and vertically in the community. The focus of IDS is to provide the community with total management of health and health care services for the prevention, treatment, and management of disease processes. IDS represent comprehensive and complex interrelationships between many community organizations providing health services such as screening procedures, preventive inoculation programs, home health services, long-term care facilities, acute care facilities and outpatient surgical treatment facilities.

**MBA 797. Selected Issues in Health Care Management 3 credits**

Expands on current issues in health care important to the health care manager. Executive seminar course, with case studies and student presentations. Focuses on issues not covered in the prerequisite and ethics courses. Topics include managed care and benefits administration, use of PC work stations as a management tool (spreadsheets, graphs, etc.), health care politics, geri-

atrics/eldercare and its financing, understanding staffing techniques, total quality management in the health care industry, and CEO management skills in a health care organization.

**Human Resource Management Concentration**

**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 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. Prerequisite: MBA 785 or permission of MBA Academic Advisor.

**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. Prerequisite: MBA 785 or permission of MBA Academic Advisor.

**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. Prerequisite: MBA 785 or

permission of MBA Academic Advisor.

**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. Prerequisite: MBA 785 or permission of MBA Academic Advisor.

**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. Prerequisite: MBA 785 or permission of the MBA Academic Advisor.

**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. Prerequisite: MBA 785 or permission of the MBA Academic Advisor.

**International Management Concentration**

**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 needed to manage international business organizations. The student will be equipped to understand and appreciate the complexities and challenges of multinational business management.

**Marketing Management Concentration.**

**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 503, is required and MBA 680 or permission of MBA Academic Advisor.

**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 Academic Advisor.

**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. Prerequisite: MBA 680 or permission of the MBA Academic Advisor.

**Plus one of the following electives:**

**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. Prerequisite: MBA 680 or permission of the MBA Academic Advisor.

**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. Prerequisite: MBA 680 or permission of the MBA Academic Advisor.

**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 analysis of contemporary advertising. They will be expected to demonstrate writing levels consistent with those of an MBA student in marketing.

Prerequisite: MBA 680 or permission of the MBA Academic Advisor.

### **Management Information Systems Concentration**

#### **CSCI 560. Advanced Database Management 3 credits**

This course identifies the need for and the steps to achieve a comprehensive enterprise data strategy. An understanding of some 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 600. Systems Analysis in the Enterprise 3 credits**

An exploration of the phases in the development of an information system, the major activities that occur during the analysis and design phases; the selection and use appropriate analysis tools; data analysis and logical design of information system. Advanced techniques, used in the analysis and design of Information Systems; are presented including QRAD (Quality Rapid Application Development), YSM (Yourdon Systems Method), JAD (Joint Aided Development), CASE (Computer Aided Software Engineering), Object Oriented Analysis and Client/Server Analysis.

#### **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.

#### **Plus one of the following electives:**

#### **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 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 740. Management of Information Technology 3 credits**

This course is directly concerned with 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.

#### **MBA 783. Data Communication 3 credits**

This course will give the student an appreciation for the scope of business and industry telecommunications, explain the basic principles that apply to the design of telecommunications and present methods for solving telecommunications problems. Major topics to be covered are fundamental concepts, transmission systems, software, hardware and overview of telecommunications industry.

#### **Not-For-Profit Management Concentration**

#### **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 the CEO, the chair of the board, staff and other stakeholders in the organization.

**Plus one of the following electives:**

MBA/MOL 785 Human Resource Management; MCJ 640 Justice Leadership and Planning; MOL 529 Conflict Resolution; MOL 540 Organizational Communication; MPTh 552 Pastoral Management; MSW 870 Management in Human Services.

## Master of Criminal Justice

College of Arts and Sciences

The program focuses on professional development and has a 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 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. Candidacy for the degree is achieved after completion of course work and successful completion of a written comprehensive review covering criminal justice studies. The final requirement is the MCJ thesis with oral defense or competency examination. The student 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**

If a person has an accredited undergraduate degree with a major in criminal justice or a related major, she/he 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. Also have forwarded 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

There are two options for the completion of the MCJ degree. Advancement to candidacy will be met with the successful completion of either a Researcher Option or a Practitioner Option:

1. **Thesis Option:** Candidacy for the MCJ degree is achieved after MCJ 702 has been completed. It is at this point that students are expected to have written the front half of the thesis (i.e., everything through the methodology chapter) which has been approved by students' chosen Thesis Committee.
2. **Competency Examination Option:** Candidacy is achieved after completion of all coursework.

### Program of Studies

#### Requirements for the Master of Criminal Justice

30 semester credits including: nine semester credits in foundation courses: MCJ 500, 507, 530; 12 semester credits in core courses: MCJ 510, 620, 640, and one from 670, 671, 672; three to nine semester credits in professional studies courses (nine semester credits required for Practitioner Option; three semester credits required for Research Option) from the following: MCJ 550 (must take if doing Research Option), 501, 503, 511, 532, 587, 599, 600, 650, 660, 670, 671, 672; Research Option: six semester credits for Professional Practice from MCJ 701, 702.

*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 Bachelor's 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.*

### Course Descriptions

#### **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, interplay of theory and social policy/program implementation. Prerequisite: Graduate status.

#### **MCJ 501. Independent Study 1-3 credits**

Specialized readings and applied research in criminal justice. Requires director approval.

#### **MCJ 503. Workshop 1-3 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. Requires director approval.

#### **MCJ 507. Seminar in Criminal Justice 3 credits**

Capstone seminar focusing on analysis and evaluation of current practice, with emphasis on ethical and operational issues confronting criminal justice practitioners. Graduate Status.

#### **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. Prerequisite: Graduate status.

**MCJ 511. The 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. Prerequisite: Graduate status.

**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. Prerequisite: Junior status.

**MCJ 550. Applications of Criminal Justice Research** 3 credits

Applications of the statistical techniques learned in previous course data sets obtained from criminal justice sources. Emphasizes obtaining and manipulating data, using statistical software and communicating results of analysis through pre-

sentations and reports suitable for publication. Prerequisite: MCJ 507, 701, or director approval.

**MCJ 587. Race, 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.

**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 will be examined.

**MCJ 600. Pro-seminar in Criminal Justice** 3 credits

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 MCJ degree requirements. Prerequisite: Director approval.

**MCJ 620. Administration of Justice** 3 credits

Survey course designed to critically examine organizations and agencies that comprise the U.S. criminal justice system. 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. Examines the systems approach to planned organizational change from the perspective of applied behavioral science. Prerequisite: Graduate status.

**MCJ 650. Correctional Counseling** 3 credits

Theory and practice of counseling with emphasis on reality therapy with youthful offenders in edu-



cational, human service, and correctional settings. Prerequisite: Graduate status.

**MCJ 660. Stress and Crisis Management 3 credits**

Recognition and identification of personal and social stress or crisis situations, and the development of interpersonal and group strategies for school, social service, and justice personnel.

Prerequisite: Graduate status.

**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.

Prerequisite: Graduate status.

**MCJ 671. Seminar in Law Enforcement 3 credits**

Provides an overview of policing styles with an emphasis on community policing. Current research is examined as it relates to the functions of policing as well as historical developments and trends. Prerequisite: Graduate status.

**MCJ 672. Seminar in Corrections 3 credits**

Examines the theories and philosophies related to institutional and community corrections. An emphasis on research related to historical developments and trends will be examined.

**MCJ 700. Practicum 6 credits**

Observation and applied action-research on a management problem in a criminal justice related organization. In Progress grade option available. Prerequisite: MCJ candidate; director approval.

**MCJ 701. Research Design 3 credits**

Designed for the student choosing the research option to complete MCJ degree. Methodology used to examine the topic chosen in Seminar in Criminal Justice will be developed. Prerequisite: CRJU 507.

**MCJ 702. Thesis 3 credits**

Academic presentation and oral defense of student thesis. Prerequisite: MCJ 507, 550, 701, and

IP grade option.

## Master of Education in Educational Administration

College of Education and Health Sciences

**The Loras/St. Ambrose Consortium for Educational Leadership**

The LSACEL preparation program is designed to serve persons in the field of education through providing 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**

Applicants must have access to a computer, Internet access, and e-mail capability. Applicants must submit the following application materials to the Graduate Education Office by May 31 for summer courses and by August 10 for fall courses. The LSACEL Program does not offer a spring start date.

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

## Graduate Programs

degree seeking students and admission to Portal II).

6. Current resume.
7. Copies of all teaching certificates and licenses.

### **Portal II - Admission to Candidacy**

1. Successful completion of requirements from Portal I.
2. GRE completed - A minimum score of 38 on the Miller Analogies Test or a combined score at the 34th percentile or above on the Verbal and Quantitative sections of the Graduate Record Examination. 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 (from 530).
5. Mentor assigned.
6. Program of Study created.
7. Complete an interview with adjunct, advisory council member and leadership faculty.

### **Portal III - Admission to Internship**

1. Completion of EDAD 510–590.
2. Twenty-seven hours of graduate credit with a minimum GPA of 3.0 in Consortium coursework and all graduate coursework.
3. Completion of Third Iowa Standards for School Leaders (ISSL) Self-assessment.
4. Application for internship must be submitted the semester before the internship begins.
5. Approval of internship placement and site.
6. Program of Study created.
7. Approval for Graduation pending completion of internship.
8. Review and approval of Portfolio which demonstrates competencies.

### **Portal IV**

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).

### **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 semester 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 12 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.

### Course Descriptions

#### **EDAD 510. Visioning and School**

#### **Administration: The School as a Professional Learning Community**

**3 credits**

Explores 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. Includes completion of Self-assessment Standards Survey. Summer Session.

**EDAD 520. Legal and Ethical Foundations of Educational Leadership** **3 credits**

Study of a broad knowledge of statutory 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. Summer Session.

**EDAD 530. Educational Research** **3 credits**

Using both quantitative and qualitative data including action research, students 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. Fall semester.

**EDAD 540. Leadership in Curriculum I: Teaching, Learning, and Instructional Assessment** **3 credits**

Explores 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. Fall semester.

**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, 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. Summer Session.

**EDAD 560. Leadership in Curriculum II: Instructional Assessment and the Professional Learning Community** **3 credits**

An in-depth study of administrative approaches to the design and delivery of elementary and secondary school curriculum completing 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. Spring semester.

**EDAD 570. Personnel Administration and Professional Development** **3 credits**

Explores the concepts and practices in 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. Including

completion of 2nd Self-assessment Standards Survey and submission of request for internship. Spring semester.

**EDAD 580. Sustaining the Professional Learning Community Through School and Community Relations** **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. Summer session.

**EDAD 590. Elementary/Secondary School Principalsip** **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. Fall semester.

**EDAD 610. Supervision of Instruction and the Learning Environment** **3 credits**

Explores 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 and classified staff evaluation, and conferencing skills.

Evaluator Training certification approval will be determined separately from the overall course grade. Spring semester.

**EDAD 611. Supervised Internship Field Experience** **2 credits**

The internship, which will be required of all candidates, serves as the culminating experience and the capstone of the degree/certification program. Aspiring administrators will complete this first segment (200 hours) of the two semester internship which requires a total of 400 logged hours of internship experience. Although the internship candidate will be permitted to work in his/her own building with district administrators, a supervisor outside his/her school campus will be assigned for the internship experience.

Candidates will be required to complete no less than 100 hours of internship at the PreK-6 grade level and no less than 100 hours of internship at the 7-12 grade levels. The remaining 200 hours of internship experience will be determined based on candidate needs, collaboratively with the internship supervisor, candidate, and campus administrators. Fall semester.

**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. Spring semester.

**EDAD-613. Supervised Internship            2 credits**

The internship, which will be required of all candidates, serves as the culminating experience and the capstone of the degree/certification program. Aspiring administrators will complete this second segment (200 hours) of the two semester internship which requires a total of 400 logged hours of internship experience. Although the internship candidate will be permitted to work in his/her own building with district administrators, a supervisor outside his/her school campus will be assigned for the internship experience. Candidates will be required to complete no less than 100 hours of internship at the PreK-6 grade level and no less than 100 hours of internship at the 7-12 grade levels. The remaining 200 hours of internship experience will be determined based on candidate needs, collaboratively with the internship supervisor, candidate, and campus administrators. Spring semester.

## Master of Education in Special Education

College of Education and Health Sciences  
**Special Education Licensure Program**

The Special Education Endorsement program is designed to assist the further development of teaching skills specific to working with children and adolescents with special needs. The Special Education Licensure program links the practical application of teaching with the theoretical underpinnings in human motivation and learning.

St. Ambrose University offers Iowa licensure as Instructional Strategist I: K-6 Mild/Moderate, Instructional Strategist I: 7-12 Mild/Moderate, and Instructional Strategist II: Behavior Disorders/Learning Disabilities Ages 5-21 through this program. The Instructional Strategist I licensure program is a 27-29 semester

hour training program while the Instruction Strategist II licensure program encompasses 26 semester hours. Graduate courses may be transferred into the master's degree program with director's approval providing the courses meet the transfer policies of the Graduate Special Education programs.

**Master of Education in Special Education**

The Master of Education in Special Education program is designed to provide skills at the graduate level to teach in the fields of learning disabilities, behavioral disorders, or mild disabilities. Additional course work leading toward endorsement as a Special Education Consultant can also be obtained.

The Master of Education in Special Education is a professional degree program integrating 26-29 semester hours of licensure credits with 8 semester hours of a graduate core. Students wishing a master's degree would apply to the graduate program upon completion of their licensure program. All graduate level courses from the licensure program would transfer into the graduate program providing the courses carry a grade of "B" or above.

**Admissions Policy**

Admission to the graduate programs in education consists of the following procedures:

1. Completion of Graduate Programs  
Application including a \$25 application fee (application fee is subject to change).  
Application must be submitted to the Graduate Special Education office.
2. Submission of two current letters of reference using Graduate Special Education programs reference forms. All letters must be received before a decision on acceptance will be made.
3. Submission of all previous official college and university transcripts to the Graduate Special Education office. (Official is defined as transcripts sent directly from the college/university with an official seal affixed). All transcripts must be received before a decision of accep-

tance will be made.

4. Submission of Graduate Record Exam or Miller Analogies Test Scores to the Graduate Special Education program office (for MEd programs only).
5. Students may register as a special student for the term immediately preceding their application should the above materials not be available. However, acceptance into the graduate programs must be achieved before registration for the second term.
6. Admission into one of the graduate education programs is based on criteria specific to each program.

### **Admission Requirements for MEd Program in Special Education**

1. 3.0 GPA for junior/senior year of college.
2. 1000 composite on the verbal and quantitative portions of the Graduate Record Exam or 40 on the Miller Analogies Test.
3. Recommendations indicating applicant's positive ability to perform at the graduate level.
4. Statement of reason for pursuing graduate level education that is commensurate with the philosophy and goals of the graduate program.
5. A professional portfolio documenting the individual's ability to effectively assess students' academic and behavioral performance, collaborate with stakeholders, plan and deliver effective instruction, behavior and classroom management skills, and transition.
6. Possess a current, valid teaching license or equivalent license in a related service area (i.e. speech and language, deaf education, education of the visually impaired).

### **Admission Requirements for the Certificate Program in Disability Services**

1. A minimum of a baccalaureate degree from an accredited four year institution.
2. Employment in a disability service office or related office.
3. Recommendations from the applicant's

employer supporting the individual's need for further education.

4. Statement of reasons for pursuing further education that is commensurate with the philosophies and goals of the program.

### **Admissions Appeal Procedures**

Students who disagree with the admissions decision have a right to appeal through the following procedures:

1. Submit a letter addressing specific points of the appeal to the director of the Graduate Special Education programs. Response must be made within 10 days of receiving appeal.
2. If the decision is still not agreeable to the appellant he/she may submit another letter of appeal to the Graduate Special Education programs Appeals Committee (contact the administrative assistant of the Graduate Special Education programs for the chair of this committee). Response will be made within 15 days of receipt of the appeal.
3. Should the appellant not be in agreement with the committee he/she can submit a letter of appeal to the dean of the College of Education and Health Sciences. Response must be made within 30 days of receipt of appeal.
4. Submit a letter of appeal to the vice president for academic affairs of the university. Response will be made within 30 days of the receipt of the appeal request.

### **Probationary Status**

Persons not meeting the requirements for regular admission to the program may be recommended for probationary status by the program director or the MEd Graduate Committee. Upon completion of at least 6 credits of graduate level work with at least a "B" average, the student must petition program director for a change in status.

### **Transfer Credit**

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 10 years upon program completion.

### Academic Status

All graduate students are required to maintain a 3.0 (B) GPA. If a student falls below a 3.0 GPA he/she is placed on academic probation. For each "C" earned, there must be an offsetting "A".

Only two "C" grades are permitted in the program. A third "C" or an "F" results in academic dismissal from the program. A student is permitted only one outstanding incomplete (I) at any given time during their studies in the program. Evidence of when the "I" will be completed must be presented to the program director by the end of the first week of the session following the session in which the "I" was received. A student is not permitted to enroll in subsequent courses until the "I" is removed. Requests to waive this restriction due to extenuating circumstances must be reviewed by the program director.

### Candidacy

Candidacy for the master's degree in education is dependent upon meeting the following criteria:

1. Successfully completing all course work as set forth in the student's degree plan.
2. Maintaining a "B" average in the degree plan.
3. Obtaining no more than two "C"s within the degree plan which are offset by "A"s.
4. Successful completion of the graduate research project.

**Requirements for Master of Education in Special Education:** 26-29 semester credits in a licensure concentration area listed below; and 8 credit hours from the following: EDUC 700 and 712.

1. Instructional Strategist I: K-6: SPED 509, 510, 511, 513, 520, 521, 528, 560, and EDUC 552.
2. Instructional Strategist I: 7-12: SPED 509, 510, 511, 513, 520, 523, 529, 560, 660, and EDUC 556.
3. Instructional Strategist II: Behavior Disorders/Learning Disabilities Ages 5-21: SPED 509, 510, 511, 513, 514, 530, 531,

538, and 660.

\*Students interested in this concentration must also hold a license in either elementary or secondary education.

4. **Special Education Consultant\*\*:** SPED 513, 750, 751. \*\*Students wishing to obtain this concentration must possess a master's degree in special education or in another area and licensure in at least one special educational instructional area, and have four years of successful teaching experience, two in special education.

Individuals who completed licensure through St. Ambrose and have been converted to Instructional Strategist I or Instructional Strategist II by the State of Iowa can apply to the MED program which will include meeting the following requirements: SPED 509 and SPED 560 in addition to EDUC 700 and EDUC 712. This option is available to students who completed their licensure between 1997-2004. This option will end August 2007. Anyone completing his or her licensure prior to 1997 will need to complete a licensure concentration area, EDUC 700 and EDUC 712.

### Certificate in Disability Services Requirements:

13 to 15 graduate credit hours or professional education units taken in SPED 672, 674, 675, 720 and 676.

Course Descriptions

#### **SPED 509. Foundations of Special Education**

**3 credits**

Covers the historical development of the field of special education along with accompanying philosophical views and legal aspects. Definitions and etiologies for mild/moderate levels of disabilities will be reviewed including cultural and linguistic implications. Prevalent issues in the field will be addressed including inclusion, assessment, high-stakes testing, transition, instructional methods, and school reform. Prerequisite: Admission to licensure program or permission of instructor.

#### **SPED 510. Behavior Intervention**

**3 credits**

Examines the fundamentals of classroom management and behavior modification, and teaches methods in assessing and modifying maladaptive

behavior through operant conditioning, cognitive restructuring and social skill instruction.

Prerequisite: Admission to licensure program or permission of instructor.

**SPED 511. Assessment in Special Education 3 credits**

Focuses on development of skills in formal and informal assessment techniques. Information will be presented about standardized diagnostic procedures used in special education and the human services field. Emphasis will be placed on curriculum based measures. Prerequisite: Admission to licensure program or permission of instructor.

**SPED 513. Collaboration in Special Education 3 credits**

Focuses on developing knowledge and skills in the area of parenting children with special needs; understanding the needs of parents raising children with disabilities; developing skills for working in partnerships with families; learning methods and strategies for working collaboratively with professionals in educational, social service, and community agencies; exploring effective communication skills, basic legal issues, and co-teaching models; and learning the roles of members on the multidisciplinary/transdisciplinary team. Prerequisite: Admission to licensure program or permission of instructor.

**SPED 514. Curriculum in Special Education 3 credits**

Develops skills in the design of special education curriculum for mild and moderate special needs children and youth. Exposure to IEP development as well as curriculum development and design based upon IEPs will encompass the major focus of this course. Prerequisite: Admission to licensure program or permission of instructor.

**SPED 520. Characteristics of Learners with Mild/Moderate Disabilities 3 credits**

Provides information on the etiology and characteristics of children and adolescents with mild to moderate disabilities including cognitive, psycho-

logical, social-emotional, academic, and career development. Prerequisite: Admission to licensure program or permission of instructor.

**SPED 521. Methods and Strategies for Teaching Academic Skills 3 credits**

Explores strategies for teaching mathematics, spelling, writing, thinking, and content knowledge to children with mild to moderate disabilities. Prerequisites: SPED 509, 510, 511, 520, or permission of instructor.

**SPED 523. Methods for Teaching Learning and Life Skills 3 credits**

An in depth exploration of strategies for teaching mathematics, writing, thinking in content and life skill areas to adolescents with mild to moderate disabilities. Prerequisite: SPED 509, 510, 511, 520, EDUC 556, or permission of instructor.

**SPED 528. Practicum in Mild/Moderate Disabilities-Elementary 3 credits**

Provides experience working in elementary programs for students with mild/moderate disabilities. Students will obtain practical, first-hand experiences working in the areas of assessment, collaboration, behavior management, curriculum, and teaching strategies. Prerequisite: SPED 509, 510, 511, 513, 520, 521, 560, EDUC 552 and valid teaching license in regular education.

**SPED 529. Practicum in Mild/Moderate Disabilities-Secondary 3 credits**

Provides students with experience working in secondary programs for students with mild/moderate disabilities. Students will obtain practical, first-hand experiences working in the areas of assessment, collaboration, behavior management, curriculum, and teaching strategies. Prerequisite: SPED 509, 510, 511, 513, 520, 523, 560, 660, EDUC 556 and must hold valid teaching license in regular education.

**SPED 530. Characteristics of Students with Learning or Behavior Problems 3 credits**

Introduces the characteristics of students having



emotional/behavioral disorders and learning disabilities. Components of the course include: an overview of past and current state and national trends; the impact of the characteristics on the classroom learning as well as on the social domains; a look at the educational alternatives and related services; and the major psychological-social-emotional effects these characteristics have on learning and its relationship to social imperceptiveness and juvenile delinquency. The components of the course adhere to the program requirements of individuals seeking the endorsement as an instructor in programs serving students from ages 5-21. Prerequisite: Admission to licensure program or permission of instructor.

**SPED 531. Methods for Teaching Students with Learning and Behavior Problems 3 credits**

Designed to reflect on the Practitioner Preparation Standards of the current State Code of Iowa. This course develops skills in applying assessment information, providing curricular and instructional methodologies utilized in the education of behavior and learning disabled students, and managing student behavior and social interaction skills. Prerequisite: Admission to licensure program or permission of instructor.

**SPED 538. Practicum in Moderate/Severe Learning and Behavior Disabilities 3 credits**

Provides graduate students experience working students who have severe behavior disorders and learning disabilities and are between the ages of 5 and 21. Students will obtain practical, first-hand experiences working in the areas of assessment, collaboration, behavior management, curriculum, and teaching strategies. Prerequisite: SPED 509, 510, 511, 513, 514, 520, 521, and 660.

**SPED 560. Introduction to Assistive Technology 3 credits**

Combines lecture and lab component to provide participants with an introduction to assistive technology. Participants will explore features and characteristics of switches, adapted toys, augmen-

tative systems, and hardware and software options for adapting a computer. This course will also include discussions on the law, funding, curriculum adaptations, and intervention hierarchies. Prerequisite: Admission to licensure program, basic computer operating skills.

**SPED 660. Career Management and Transition 3 credits**

Emphasis is placed on various models used for providing vocational/career education to individuals with special needs. Students study career assessment, programming and various transition models. Prerequisite: Admission to licensure program or permission of instructor.

**SPED 671. Adults with Disabilities 3 credits**

Provides students with an introduction to adults with physical, cognitive, and sensory disabilities. The main focus will be on the psychosocial characteristics of having a disability. vocational and educational implications will also be discussed. Students will explore how professionals can play a positive role in assisting individuals with disabilities. Prerequisite: Graduate standing.

**SPED 672. Administration of Adult Disability Service Programs 4 credits**

Provides students with information on how colleges and universities comply with Federal legislation to ensure equal educational opportunities for students with disabilities. Topics include: legal mandates for academic adjustments, auxiliary aids and services (including an introduction to adaptive technology), psychosocial aspects of disability, program development, and program evaluation. Because over 40 percent of college students with disabilities have learning disabilities, the course will emphasize programming for students with learning disabilities. Additionally, students will learn about coordinating services and directing an office within a college/university. Students will see how such an office operates as part of the college or university administration. Prerequisite: Graduate status.

**SPED 673. Administration of Community Agency Programs 4 credits**

Designed to familiarize students with various community organizations that support adults with disabilities. Emphasis is placed on specific organizations within the Quad Cities area and the specific services they provide, their organizational structure, funding, and service philosophy. The course is intended for students interested in working within organizations that support the full participation of individuals with disabilities into community life. Prerequisite: SPED 671.

**SPED 674. Legal Aspects of Adult Disability Services 3 credits**

Familiarizes students with federal and state laws that prohibit discrimination against individuals with disabilities. Emphasis will be on the Individuals with Disabilities Education Act (IDEA), The Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA). Class discussion focuses on how these laws have determined types of support individuals receive and how services are provided. Students will learn to apply their knowledge of laws and legal cases to develop college/university policies and procedures. Prerequisite: SPED 671 or equivalent.

**SPED 675. Psycho-Educational Assessment of Adults 3 credits**

Designed to enable students to use standardized test results they see in psycho-educational test reports. Use of these reports is an integral part of every post-secondary disability service office. Students will learn to administer and interpret the most popular (and valid) psycho-educational tests used in the post-secondary setting. These tests include: the Wechsler Adult Intelligence Scale (Third Edition-WAIS-III); the Woodcock-Johnson Tests of Achievement-Revised; and Woodcock-Johnson tests of Cognitive Ability-Revised. Other tests, such as the Wechsler Memory Scale (Third Test, Fourth Edition), and others, will be discussed. Prerequisite: SPED 511.

**SPED 676. Assistive Technology 3 credits**

Designed for students seeking to work in post-secondary institutions with adults with disabilities. Covers various aspects of assistive technology used for individuals with disabilities. Focuses on identifying, purchasing, and using various assistive devices at the post-secondary level. Prerequisites: SPED 672, 674, or employment in disability services and consent of instructor.

**SPED 679. Internship in Adult Services 1-6 credits**

(Repeatable-must have six credits to complete program). Prerequisites: SPED 511, SPED 671, SPED 672, or 673, 674, 675, 676, EDUC 610, and SPED 660 or EDUC 556.

**SPED 713. Legal Aspects of Special Education 3 credits**

Explores the legislative and litigative reforms of Special Education law including the Individuals with Disabilities Act (IDEA) and Section 504 of the Vocational Rehabilitation Act, along with recent court decisions relative to these laws. Prerequisite: Graduate status.

**SPED 715. Individual Study in Special Education 1-3 credits**

Offers students the opportunity to conduct in-depth exploration into problems related to their major core of study not specifically covered in other courses. A substantial written report, as well as an informal oral report will be required. Students meet regularly with their instructor. No more than three credits count towards the master's degree. Prerequisite: Permission of department. "In progress" grade option available.

**SPED 716. Contemporary Issues in Special Education 3 credits**

Focuses on current issues facing the field of special education. Topics that impact on today's special education teacher as well as future issues will be explored through a seminar format. Prerequisite: SPED 310 or equivalent.

**SPED 720. Special Topics 1-3 credits**

A study of current specialized topics in the field of special education. Prerequisite: SPED 310 or equivalent.

**SPED 750. Curriculum Development and Design 3 credits**

Focuses on aspects of special education curriculum in schools including historical foundation, curriculum planning implementation and evaluation, principles of curriculum organization, outside forces impacting on the curriculum and future trends. Prerequisite: Current licensure in special education or permission of instructor.

**SPED 751. Staff Development in the Schools 3 credits**

Focuses on skills in modes of intervention diagnosing problems and identifying target groups as part of the staff development process designed to improve schools. Students will be concerned with planning, conducting, and evaluating staff development programs. Prerequisite: Currently licensure in special education or instructor permission.

**EDUC 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. Graduate students required to fulfill all 452 requirements as well as design a K-12 reading inventory and prepare a case study on assigned client. Prerequisites: One foundation course in reading and at least two years teaching experience; admission to licensure program or permission of instructor.

**EDUC 556. Teaching Adolescents with Reading Disorders 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. Prerequisite: Admission to licensure program or permission of instructor.

**EDUC 610. Counseling Adults with Disabilities 3 credits**

An overview of current techniques and strategies used by counseling professionals as they interact with adult clients with disabilities. Students will have the opportunity to apply counseling strategies to the treatment of adults with disabilities as they participate in role-playing exercises and complete a counseling internship. Prerequisite: Graduate status or instructor permission.

**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. Prerequisite: Acceptance into the MED program or permission of instructor.

**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 and EDUC 700.

**EDUC 720. Special Topics in Education 1-3 credits**

This course will focus on current specialized topics in the field of education.

## Master of Education in Teaching

College of Education and Health Sciences

### **Mission Statement**

The Master of Education in Teaching program encourages teachers to grow as professionals, to remain life long 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.

### **Goals**

The goals of the MED in Teaching program are based on the Iowa Teaching Quality Standards and cross referenced with the National board for Professional Teaching Standards.

1. Demonstrates ability to enhance academic performance and support for implementation of the school district achievement goals (NBPTS #1).
2. Demonstrates competence in content knowledge appropriate to teaching position (NBPTS #2).
3. Demonstrates competence in planning and preparing for instruction (NBPTS #2 & 4).
4. Uses strategies to deliver instruction that meets the multiple learning needs of students (NBPTS #1).
5. Uses a variety of methods to monitor student learning (NBPTS #3).
6. Demonstrates competence in classroom management (NBPTS #3).
7. Engages in professional growth (NBPTS #4).
8. Fulfills professional responsibilities established by the school district (NBPTS #5).

### **Program Entry and continuation requirements 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 addressing the NBTS goals and the ITQS.
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 Secondary Strand, 32 semester credits**

Year One

Spring Semester 1: EDUC 601, 602

Summer Semester 2: EDUC 606

Fall Semester 3: EDUC 603, MOL 710

Year Two

Spring Semester 4: EDUC 710, 715

Summer Semester 5: Select one of the following electives, EDUC 607, 608, 609

Fall Semester 6: EDUC 604, 605

#### **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, MOL 710

Year Two

Spring Semester 4: EDUC 556, 715

Summer Semester 5: EDUC 553, 560

Fall Semester 6: EDUC 604, 605

**Option Three - Reading Endorsement with Writing Emphasis, 38 semester credits**

Year One

Spring Semester 1: EDUC 601, 602

Summer Semester 2: EDUC 606

Fall Semester 3: EDUC 603, MOL 710

Year Two

Spring Semester 4: EDUC 556, 715

Summer Semester 5: EDUC 552, 559

Fall Semester 6: EDUC 604, 605

Summer Semester 7: EDUC 553, 560

Course Descriptions

**EDUC 552. Diagnostic/Prescriptive Techniques for Teaching Reading 4 credits**

This course will focus on 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 settings. Lecture and laboratory. Students will be required to fulfill all 452 requirements, complete a daily reflect form and transcript six interactions with their student.

**EDUC 553. Advanced Reading Clinic 4 credits**

Designed to develop teacher's abilities to diagnose and correct reading problems in a clinical setting. Students will use formal and informal test instruments, writing diagnostic and progress reports, parent interviews, design prescriptions for teaching, tutoring and evaluating children in reading programs and content areas. Prerequisite: EDUC 452.

**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.

**EDUC 559. Content Area Reading 3 credits**

The primary focus of this course is on methods and strategies designed to maximize K-12 students 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. Prerequisite: EDUC 452.

**EDUC 601. Teaching in the 21st Century 2 credits**

This course focuses on the process for NB Certification. It will examine the Five Core Propositions of the NB and how these propositions are evident in accomplished teaching. The basic text is "What Every Teacher Should Know and Be Able to Do," published by the National Board.

**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 learning.

**EDUC 603. School/Community Partnerships 2 credits**

This course, based on the "Professional Collaboration Standard" of the NB, deals with teachers as learners, leader-collaborators, and how they connect their classroom to the community and the community to their classroom with parent-teacher-student feedback and communication. This is Entry 4 in the portfolio.

**EDUC 604. Content Teaching 3 credits**

This course helps teachers develop, analyze, and reflect on lessons and the resulting student work

(using specific content areas) and how these lessons reflect the NB Standards. Teachers will examine the three types of writing needed for the NB portfolio (descriptive, analytical, and reflective). This is Entry 1 in the portfolio.

**EDUC 605. Reflective Teaching 3 credits**

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. This is Entries 2 and 3 in the portfolio.

**EDUC 606. Writing for Teachers 5 credits**

Since writing is an important element in all teaching and learning situations, 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 is a major part of the course.

**EDUC 710. Educational Research and Statistics 3 credits**

Provides basic skills in conducting educational research including methodology and statistical procedures.

**EDUC 715. Teaching Diverse Students 3 credits**

Designed to assist teachers in developing and understanding issues surrounding diversity in schools including gender, students with disabilities, culturally diverse students, gifted and talented and students from poverty.

**MOL 710. Ethics, Integrity, and Social Responsibility 3 credits**

A study of how personal values and ethical perspectives shape the concept and practice of leadership. Includes the role of values in determining the moral obligations of leaders and followers in shaping moral environments, in policy making and vision. How leaders can and do create ethical

basis for action.

**Electives: Choose one from the following:**

**EDUC 607. Advanced content for Math and Science Teachers 3 credits**

Geared toward continued development of math and science teachers content knowledge; presenting cutting edge research in the mathematical and scientific disciplines.

**EDUC 608. Advanced content for English and Language Arts Teachers 3 credits**

Geared toward continued development of content knowledge for individuals teaching in the literacy areas.

**EDUC 609. Advanced content for Social Science Teachers 3 credits**

Geared toward continued development of content knowledge for individuals teaching in the social sciences are including history, government, psychology, social studies.

## Master of Science in Information Technology Management

College of Business

As the computer 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 within a corporation.

### **Entrance Requirements**

1. Individuals with a bachelor's degree in any field may apply for admission to the St. Ambrose University MSITM program.  
Note: Students without a Bachelor's degree in a business field may be required to take MBA pre-requisite course. See Pre-MBA course section.
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 MSITM program.
4. Candidates for the MSITM Program must submit an official score from the Graduate Management Admissions Test (GMAT). 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), AND 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.
5. A minimum TOEFL score of 550 (paper) or 213 (computer) is required for international student whose native language or undergraduate experience is not in English.  
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.

### **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 MSITM 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 grad-

uate 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.

### Pre-MBA Courses

Students with a Bachelor's degree in a business area are exempt from taking MBA 501 and MBA 502. Other students (those without bachelor's degrees in business) will be placed into these courses according to the following:

1. Those with a GMAT composite score greater than 550 will be exempt from MBA 501 and MBA 502.
2. Those with a GMAT composite score less than 550 will be required to take MBA 501 and MBA 502, unless submitting a successful appeal. Upon receiving appeal, an MBA academic committee will consider the student's work experience and academic background in determining if the student will be exempt from taking MBA 501, MBA 502 or both. If a student is not waived out of these courses based on the appeal, test out opportunities will be available.
3. A student may decide, even if exempt, to take these courses. However, the courses only count as required pre-requisites and will not substitute for graduate electives in the student's program of study.

Students may be exempt from taking MBA 503, provided they have satisfied the following:

1. The student has completed a course in statistics at the undergraduate level, earning at least a grade of B- in each course.
2. The student has completed the GMAT and has scored in at least the 40% percentile on the quantitative portion of the aptitude test.
3. In no case would a student with a grade below a B- in undergraduate statistics or a GMAT score below the 40% be granted an exemption from the full course.

Note: MBA 503 is not a review of algebra. Students who feel they are weak in basic algebra skills are highly encouraged to take an undergraduate algebra course before entering the program.

If a student is required to take 2 or more 500 level MBA courses, these courses must be complete before a student may enroll in most 600 level MBA courses. If a student is required to take only one 500 level MBA course, this course may be taken concurrently with MBA 605.

Students without an undergraduate business degree may register under the special student status for MBA 501 and MBA 502 prior to taking the GMAT. Taking MBA 501 and 502 does not eliminate the GMAT requirement for full admission. Therefore, applicants are encouraged to take the GMAT early in their decision to apply.

### 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 credit hours required: MBA 605, 606 and 621.

**Electives:** Complete 12 credit hours from the following. (At least 9 credit hours must be selected from CSCI courses): CSCI 515, 630, 660, 740, 775, 780, 790.

Course Descriptions



**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**

An in depth presentation of network topics such as network protocols, topologies, frame relay, ATM, virtual networks, WAN, encryption, and other current topics. Students will be introduced to a standards based study of networking technologies. Prerequisites: CSCI 270 or equivalent.

**CSCI 600. Systems Analysis in the Enterprise 3 credits**

An exploration of the phases in the development of an information system, the major activities that occur during the analysis and design phases; the selection and use appropriate analysis tools; data analysis and logical design of information system. Advanced techniques, used in the analysis and design of Information Systems; are presented including QRAD (Quality Rapid Application Development), YSM (Yourdon Systems Method), JAD (Joint Aided Development), CASE (Computer Aided Software Engineering), Object Oriented Analysis and Client/Server Analysis.

**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 740. Management of Information Technology 3 credits**

This course is directly concerned with 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 lev-

els—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. Prerequisite: Program director approval.

### **CSCI 780. Special Topics in Information Technology** **3 credits**

Present special topics from the IT field that are not covered in the regular curriculum.

### **CSCI 790. Research** **3 credits**

Individual student-guided research project. It provides an opportunity for a student to pursue a topic of interest. This course may be used as the thesis research or as a stand-alone research project defined in consultation with a faculty member. May be repeated for a total of 6 hours of credit. Prerequisite: Program director approval.

## Master of Science in Nursing

College of Education and Health Sciences  
The Master of Science in Nursing prepares students at the advanced level to function in nursing management. These students will function in leadership roles in a variety of settings. Graduate education is built upon a foundation that is based on nursing, management, and leadership theory, and research. This foundation will provide students the opportunity to manage ethically and effectively in the evolving interdisciplinary healthcare environment.

These programs serve as a basis for further graduate study and continued life long learning. Educators and students comprise a community of learners. Educators facilitate learning and provide

an environment that engenders freedom and respect for all, encourages the spirit of inquiry, fosters development of self-direction and personal responsibility, and empowers students to be active participants in the learning process.

The accelerated Masters of Science in Nursing Administration program is designed to develop professional nurse leaders who use ethics, research, and theory to guide their practice and develop leadership for the achievement of organizational planning, analysis, and initiation of change.

### **Graduate Program Outcomes**

The Master of Science in Nursing program will:

1. Manage and influence health policy to ensure ethically, cultural competent care that enhances the health and wellness of individuals, families, groups, and communities.
2. Utilize research and theory from nursing and other disciplines to improve, manage, and deliver health care and health care systems.
3. Foster utilization of evidence based practice and core competencies by nurses in health care.
4. Provide leadership and role modeling in the development of the nursing profession, health policy, health care organizations, and in critical analysis of health care issues as they relate to the community.
5. Participate in community service.

### **Degree Requirements**

The master's program was developed using the American Association of Colleges of Nursing's Essentials of Master's Education. The degree requires 36 semester credits.

### **Admission Requirements/Procedures**

Students entering the Master of Science in Nursing program must complete the requirements listed below.

1. Official transcripts from any college or university attended.
2. Undergraduate GPA of 3.0 on a 4.0 scale.
3. Personal statement of education and career

goals.

4. Graduate Record Exam with Writing Assessment.
5. Photocopy of RN Licensure in Iowa
6. Three letters of reference—one letter should be from a nurse with an MSN.
7. Curriculum Vita
8. Interview
9. Criminal Background Check per the Iowa Board of Nursing, if not currently employed by a healthcare facility.
10. Completed SAU Medical History
11. Membership in ANA or AONE
12. Graduate statistics class within 5 years of entering the MSN program. The statistics class must be completed prior to taking the Research Utilization course.
13. Health and Physical Assessment in undergraduate nursing program.
14. BSN undergraduate degree
15. TOEFL score of 650 if English is not first language.
16. Complete and submit the University graduate application form.

### **Policies**

Conditional admission may be granted when the student's file is complete except for the GRE scores. The Department of Nursing Graduate Office must receive the GRE scores before the student registers for more than 6 credit hours. If these conditions are not met, the student may be dismissed from the program.

Probationary admission occurs when a student has not met all of admission requirements. These applications are reviewed for probationary status on a case-by-case basis by the MSN Admissions committee. Admission decisions will take into consideration the student's personal motivation to succeed. Students GPA will be reviewed by the MSN Admissions Committee after the first two courses are completed, and student must have at least a 3.0 on a 4.0 scale to continue.

### **Retention Policy**

MSN students are required to maintain a 3.0 (B) grade point average or above. At any point in the process of completing the MSN 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 MSN program. A third C grade or an F grade will result in academic dismissal from the program. 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. A student dismissed from the program due to academic deficiency may reapply for admission after a minimum of one year.

A student is permitted only one outstanding incomplete (I) at any given time during their studies in the program. Evidence of when the "I" will be completed must be presented to the program director by the end of the first week of the session following the session in which the "I" was received. A student is not permitted to enroll in subsequent courses until the "I" is removed. Requests to waive this restriction due to extenuating circumstances must be reviewed by the program director.

### **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 equivalent to the MSN courses, and were completed in the past seven years.

### **Student Organization**

Nurse Administration majors are encouraged to be active in the SAU Graduate Student Government Association.

### **Plan of Study**

#### **Year One**

#### **Fall**

## Graduate Programs

NURS 600. Theoretical Foundations of Nursing Practice

NURS 650. Research Utilization

### Spring

MBA 527. Economic Analysis in Healthcare Management

MBA 621. Human Behavior in Organization

### Summer

NURS 620. Legal and Ethical Issues in Nursing and Healthcare

NURS 630. Health Promotion and Disease Prevention

### Year Two

Fall

NURS 640. Nursing Administrative Practicum I

NURS 615. Human Diversity and Social Issues in Healthcare

Spring

MBA 795. Healthcare Professional Management Issues

NURS 610. Information Systems Management in Nursing and Healthcare

Summer

NURS 660. Selected Issues in Nursing and Healthcare Policy

NURS 680. Administrative Practicum II

Course Descriptions

**MBA 621. Human Behavior in Organization** **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—impact of each on the achievement of organizational goals.

**MBA 527. Economic Analysis in Healthcare Management** **3 credits**

Evaluates reimbursement strategies, social and political factors that affect the usage of health facilities and the payment of services, and changes in the patterns of healthcare providers. Budgeting and financial management are considered in relation to these issues. Trends in business

forecasting that influence both non-profit and for-profit organizations are studied.

**MBA 795. Healthcare Professional Management Issues** **3 credits**

Addresses issues related to health care professionals and their interrelationships with other physicians, health care administrators, therapists, nurses, and patients. The course should look at medical staff structure and functions, health care professionals in administrative positions, as salaried employees, and as leaders in health care organizations.

**NURS 600. Theoretical Foundations of Nursing Practice** **3 credits**

Incorporates theories from nursing and a wide range of fields. Course work will include critiquing and evaluating a variety of theories. Students will learn how to apply appropriate theories from nursing and related fields to provide high quality healthcare.

**NURS 610. Information Systems Management in Nursing and Healthcare** **3 credits**

Centers on management of today's healthcare organization, through the intelligent use of information and information systems. Emphasis will be placed on the managerial role and integration of informational systems within an integrated healthcare delivery network from a nursing perspective.

**NURS 615. Human Diversity and Social Issues in Healthcare** **3 credits**

Aids in developing an understanding of cultural differences as it relates to the health status of client populations. Students will be expected to use principles of epidemiology to gather information as it relates to population based care. Students will understand how to perform an in depth community assessment that fosters a multi-disciplinary approach to empowering client populations to attain and maintain maximal functional wellness. A variety of topics will be discussed including cultural competency, basic epi-

demology principles, genderism, sexism, and racism.

**NURS 620. Legal and Ethical Issues in Nursing and Healthcare** **3 credits**

Designed to emphasize the manager's moral and legal responsibility to society to develop systems that allow the most cost effective healthcare to be provided to the entire population. Issues examined include the exclusion of segments of society from healthcare due to cost, duplication of health services in a community, and management of higher costs associated with chronic illnesses and increased longevity without reduction in the quality of care. Acquaints the student with the internal and external legal environment faced by healthcare providers. This course will look at malpractice, risk management, tort law and tort reform, OSHA regulations, construction, organizational charters, bylaws, rules and regulations, legal constraints on organizational management, laws affecting subsidiary corporations, tax law.

**NURS 630. Health Promotion and Disease Prevention** **3 credits**

Provides nurses will a strong theoretical foundation in health promotion and illness prevention, and the maintenance of function across the health-illness continuum with clients: the individual, family, or community.

**NURS 640. Nursing Administration Professional Role Development** **3 credits**

Follows and builds upon theories learned in MBA 621. Examines the functions, responsibilities of a nurse administrator. Emphasis will be placed upon the role of the nurse administrator and advanced practice nurses in regard to how healthcare systems are organized including community and population based systems. The delivery of healthcare will be examined in a variety of settings including acute, ambulatory care, managed, and integrated care. Students will gain an understanding of community, and the organization of community based systems of care, which

will include the essential components of community, community assessment, and community healthcare systems. Core content related to health promotion and disease prevention will be introduced here. In addition, it will actualize the role of a nurse administrator/manager of systems; this will be accomplished by requiring a portion of the course to include a preceptorship with an existing nurse leader in either an acute care or community setting.

**NURS 650. Research Utilization** **3 Credits**

Designed to focus on research design and analysis to examine, apply, and utilize nursing science. It is an overview of current issues in nursing knowledge development, which includes the process of research utilization. Students are prepared to conduct analytical critiques of research literature for scientific merit and to synthesize these critiques for application into practice. This includes understanding statistics, how data is stored and retrieved, the use of databases, and the ability to effectively write and communicate. Prerequisite: Graduate level statistics within 5 years of starting program.

**NURS 660. Selected Issues in Nursing and Healthcare Management** **3 credits**

Incorporating the principles of primary care, students will examine how healthcare policy is formulated, which, will include analyzing the policy research relevant to health care delivery, the legislative and regulatory processes and how these apply to the interaction of regulation and quality control. Trends and issues concerning healthcare public policy at levels will be examined.

**NURS 680. Capstone (Practicum/Project/Thesis)** **3 credits**

Designed to incorporate material from previous courses including Nursing 610. Students are expected to look specifically at incorporating aspects of research utilization into this project specifically issues related to health promotion and disease prevention. The capstone project requires

that students put into practice what has been learned in the program. This project may be in the form of a thesis, project report, or presentation. Work completed in this project is expected to be of publishable quality, and as such it is highly recommended that it be submitted for publication.

## Master of Occupational Therapy

College of Education and Health Sciences

The Master of Occupational Therapy program is a three year curriculum arranged in a lifespan sequence that emphasizes health, occupation, professionalism and ethical integrity. The professional phase of the program includes five semesters on campus with the final semester including 24 weeks of full-time field experience. With this three-year format, students will have the opportunity to enroll in electives, special topics or independent study courses that will enrich their educational experience.

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, PO Box 31220, Bethesda, MD 20824-1220. 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). (Please note that students will be asked to answer questions related to felony convictions when applying to take the exam). 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.

### Admission Requirements/Procedures

Applications and support documents must be submitted to the MOT office and are accepted from October 15 through January 15 for the following fall. However, applications will be accepted until the class is filled. Students entering the Master of Occupational Therapy program must complete the following items:

1. Prerequisite coursework with a "C" or better prior to beginning the MOT program.
 

BIOL 202: Human Anatomy and Physiology	4 cr
BIOL 204: Advanced Human Anatomy and Physiology	4 cr
HS 250: Medical Terminology or competency	1 cr
MOT 355: Orientation to OT	1 cr
ENGL 101: English Composition	
or	
ENGL 217: Business Writing	3 cr
COMM 101/203: Speech or Oral Communication	3 cr
PHIL 207: Ethics	3 cr
STAT 213: Applied Statistical Reasoning for the Sciences	3 cr
Social Sciences including the following:	9 cr
PSYC 305: Life-Span Developmental Psychology	3 cr
2. Complete the MOT program application. Applications are available online at [www.sau.edu/apply](http://www.sau.edu/apply) or in hard copy as requested from the MOT office.
3. Have a prerequisite grade-point average of 3.0 (on a 4.0 scale) at the time of application and enrollment in the professional program.
4. Provide documentation, on official letterhead and signed by a registered occupational therapist, of 50 hours of OT volunteer 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.
5. Submit the Plan of Study Course Checklist in the application packet. Students planning to take credits toward their baccalaureate degree

while enrolled in the MOT Program can have no more than nine credits outstanding towards 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 faculty is encouraged.

6. Submit the three Professional Reference Forms from persons familiar with the applicant's qualities related to becoming an OT. At least one of the three references must be from an employment (paid or volunteer) or educational setting.

Please note additional requirements may be added. Students should check with the MOT Department for the most current information.

Prospective students will be selected for professional interviews that focus on academic, personal, and professional preparedness in anticipation of beginning graduate level study. At the completion of the application process students will be notified of their admission status in writing and must submit a written acceptance and pay the accompanying fee.

### **Appeal Procedures for Progression and Retention/Readmission**

Students have the right to appeal decisions related to admissions, progression, or retention to the Admissions and Retention Committee. All questions dealing with absence issues, GPA issues, leave of absence, etc will utilize this policy.

#### **Procedures:**

1. The student's request for appeal must be made in writing to the chair of the Admissions and Retention Committee within two weeks of being notified of his/her status in the occupational therapy program.
2. Students must appeal decisions of the Admissions and Retention Committee by submitting written reasons for challenging the committee's decision by the appeal date set by the committee.
3. The student may attend the appeal meeting for the portion during which the challenge is read and may be asked to supply additional information orally.
4. The student members of the Admissions and Retention Committee will participate in the appeal process.
5. The student and faculty members of the Admissions and Retention Committee 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.
6. The decision of the committee will be made by majority vote of those committee members present using a secret ballot.
7. The student will be verbally informed by the chair of the committee after the meeting. The chair will write a letter regarding the decision to the student and a copy will be placed in the student's file.
8. The student has the right to appeal the committee's decision to the dean of the College of Education and Health Sciences in writing within one week after receiving notification of the decision.

### **MOT Grading Policy**

A = 93 – 100%

B+ = 91 – 92%

B = 85 – 90%

C+ = 83 – 84%

C = 77 – 82%

D = 69 – 76%

P: passing work completed in a course

NP: not passing work completed in a course

IP: in progress work (for students in courses that are not expected to be completed within the normal semester)

### **Student Retention**

#### **Academic Performance**

1. If a student earns a "C" in any major content course the student must meet with their advi-

## Graduate Programs

sor to develop 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 this course(s) and earn a grade of “C” or better to progress in the MOT program, provided that the student maintains a minimum GPA of 3.0 or higher. The student is allowed to re-take a course one time.

### Minimum Acceptable GPA

1. Students must maintain a minimum GPA of 3.0 on a 4.0 scale in the MOT professional program coursework.

### Academic Probation

1. If the student drops below a 3.0 GPA, the student will receive written notice from the MOT department. The student will be placed on academic probation.

### Remediation and Retention

1. When a student is placed on academic probation, they have two options:
  - a. 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.
  - b. 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 MOT courses until the second attempt has been successfully completed.

### Dismissal

1. Dismissal from the University will automatically be considered dismissal from the MOT program.

### MOT Graduation Requirements

1. Students must earn a baccalaureate degree prior to their third year in the MOT program.

2. Students must complete the 91 required MOT credit hours.
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 MOT 650 and 655.

### Field Experience

Students will be completing field experience while enrolled in coursework at St. Ambrose and will be completing 24 weeks of full-time field experience upon completion of their MOT coursework. Students are responsible for their own transportation, travel and housing costs for these experiences. 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 Occupational Therapy program falls into two categories:

- Academic coursework on campus (5 semesters)
- Level II Fieldwork (6 months)

### Academic

The academic portion must be completed within 60 months from initial entry into the program.

### Fieldwork

Fieldwork experiences must be completed within 24 months of fulfilling their academic portion.

### One Price Tuition Plan

Students in the MOT program will be included in the SAU One Price Tuition Plan. This tuition plan is higher than tuition for other SAU students but it will eliminate all course fees and includes some of the other miscellaneous costs incurred by occupational therapy students. The one price plan ensures that tuition costs remain at one rate throughout the normal course of graduate study making financial planning easier, and giving stu-



dents the opportunity to take elective courses at no additional cost.

MOT 645 in Occupational Therapy Research IV 3 2

**Master of Occupational Therapy Curriculum**

**Semester 1**

PSYC 403	Behavioral Neuroscience	4
MOT 410	Foundations of Occupational Therapy	3
MOT 425	Fundamentals of OT with Individuals and Groups	5
MOT 440	OT Applied Kinesiology	3
MOT 450	History and Philosophy of OT	3

**Semester 2**

MOT 460	Occupational Studies I	3
MOT 465	Field Experience with Pediatrics	2
MOT 467	Psychosocial Interventions Across the Lifespan	5
MOT 470	OT with Pediatrics	5
HS 500	Pathology for the Health Professional	3

**Semester 3**

HS 501	Pharmacology for the Health Professional	2
MOT 530	Occupational Studies II	3
MOT 535	Field Experience with Adults	2
MOT 540	OT with Adults	5
MOT 545	Research I	2

**Semester 4**

MOT 550	Applied Orthotics	2
MOT 560	Occupational Studies III	3
MOT 570	OT with Older Adults	5
MOT 575	Research II	3

**Interim/Summer**

MOT 566	Field Experience with Older Adults	2
MOT 600	Research III (Data Collection)	2

**Semester 5**

MOT 620	Advanced Treatment Theories	4
MOT 625	Level II Fieldwork Seminar	1
MOT 630	OT Leadership & Management	4
MOT 640	Clinical Reasoning and Ethics	

**Semester 6**

MOT 650	Level II Fieldwork Experience	
MOT 655	Level II Fieldwork Experience	
MOT 660	Optional Level II Fieldwork Experience	1-6

**Total of 12 credits from:**

**Any Semester**

*MOT 510	Special Topics	1-3
*MOT 511	Independent Studies	1-2

\*These courses are not required every semester but students will need either two special topics OR two independent study OR two approved electives for graduation. (See graduation requirements).

**Estimated Costs**

*Application Costs*

Application fee . . . . .	\$25
Acceptance fee . . . . .	\$200

*Additional Costs*

Hepatitis B vaccination (recommended) . . .	\$160
AOTA membership . . . . .	\$50
IOTA membership . . . . .	\$15
Fieldwork attire (lab coat, name badge) . . .	\$65
Textbooks . . . . .	\$850-950

Costs listed above are for 2005-06. Students seeking admission at a later date should check with the program director for exact current costs.

Course Descriptions

**HS 250. Medical Terminology 1 credit**

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.

**HS 500. Pathology for the Health Profession 3 credits**

This course deals with the nature and cause of human disease. The effects of disease on the structure and function of the body tissues and systems will be examined along with the personal aspect of receiving a diagnosis. A strong emphasis will be placed on the clinical appearance of

disease including etiology, commonly observed signs and symptoms and basic pathogenesis along with the individuals/ role in prevention and the promotion of health. Students will develop the ability to review medical information and determine how this correlates to the needs and occupations of their clients. Prerequisite: BIO 204.

**HS 501. Pharmacology for the Health**

**Professional 2 credits**

This course studies the basic pharmacological principles and application to health professionals involved in rehabilitation. Pharmacotherapeutic agents will be discussed based on the type of disorders these agents treat, the rationale and implications for use, and the adverse effects. This area of study is important, as it is the professional responsibility of the occupational therapist to be aware of how these agents will impact the individuals they serve. Prerequisite: HS 500.

**MOT 355. Orientation to**

**Occupational Therapy 1 credit**

This introductory course to the profession of occupational therapy addresses professional terminology/definitions, core values and tools of practice, licensure, certification and educational requirements to enter the profession as well as current roles of occupational therapists within a variety of different practice areas.

**MOT 410. Foundations of Occupational Therapy**

**3 credits**

This course introduces the concepts, strategies, and skills related to the use of self as a therapeutic agent in the professional role of an occupational therapist. The power of occupation as it influences health across the lifespan is stressed. Multicultural issues related to occupational therapy are explored. Ethical problem-solving is introduced. Prerequisite: Admission into the MOT program.

**MOT 425. Fundamentals of OT with**

**Individuals and Groups 5 credits**

This course focuses on the development of criti-

cal thinking skills in the selection of occupation-ally 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 and individual's interests, concerns and response to therapy. Students will gain an understanding of the occupational therapist's 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.

**MOT 440. Applied Kinesiology 3 credits**

Includes the study of the active and passive structures and the forces that impact human movement, an integral component to occupation. Students will learn to utilize the theoretical concepts of Kinesiology and biomechanics to analyze normal patterns of movement in healthy individuals and the impact abnormal patterns of movement will have on an individuals' occupation. Students will learn appropriate assessment and treatment of movement problems as they relate to the performance of activities important to their clients. Prerequisite: BIOL 204.

**MOT 450. History and Philosophy of Occupational Therapy**

**3 credits**

Designed to explore the historical development of the occupational therapy profession from a sociopolitical perspective and to identify the various philosophical approaches to understanding health and the human as an occupational being. The student will learn about the founders of the profession, the underlying principles of the profession, and the significance of OT theories, models, and frames of reference as they relate to the form and function of occupational therapy. The ethical values, beliefs, and professional characteristics of OT will also be explored. Prerequisite:

Admission into MOT program.

**MOT 460. Occupational Studies I 3 credits**

The essential occupations of infants to young adults are studied to understand their unique areas of occupation, performance patterns, and contexts. Analyzes the relationships between occupational activity, health, and growth and development. Finally, assessment and therapeutic strategies that focus on compensation/adaptation of tasks and environments, disease/disability prevention, and health/wellness promotion are explored in order to optimize occupational engagement when there is a disruption in functional performance. Evidence-based clinical reasoning skills are fostered to encourage knowledge of best occupational therapy practice choices. Corequisite: MOT 470.

**MOT 465. Field Experience with Pediatrics 2 credits**

Integrates information learned in other MOT courses through field experiences and classroom activities. Students will be placed in settings that serve children (0–21), and 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 occupation as it promotes health and wellness in children, develop professional work skills and behaviors, and exhibit ethical integrity.

**MOT 467. Psychosocial Interventions Across the Lifespan 5 credits**

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 treat-

ment planning, intervention, and exploration of community resources for discharge planning. Social, economic, legal, ethical and public policy issues involving mental illness will be addressed. Prerequisite: MOT 430.

**MOT 470. Occupational Therapy with Pediatrics 5 credits**

This course is the first of the interventions courses and addresses the OT process from the referral to discontinuation of services for the age 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 and setting, 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. Prerequisite: MOT 440, PSYC 403.

**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 530. Occupational Studies II 3 credits**

The essential occupations of early and middle adulthood are studied to understand their unique areas of occupation, performance patterns, and contexts. Continues to develop a rich understanding of the relationships between occupational

activity, health, and growth and development. Finally, assessment and therapeutic strategies that focus on compensation/adaptation of tasks and environments, disease/disability prevention, and health/wellness promotion are explored in order to optimize occupational engagement when there is a disruption in functional performance. Evidence-based clinical reasoning skills are applied to make the best occupational therapy practice choices. Prerequisite: MOT 460.

**MOT 535. Field Experience with 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 young and middle adult population. 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. Through the clinical and classroom experiences, students should learn to appreciate the role of occupation as it promotes health and wellness in adult, develop professional work skills and behaviors, and exhibit ethical integrity. Prerequisite: MOT 465.

**MOT 540. Occupational Therapy with Adults 5 credits**

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, analysis of occupational performance through assessment and evaluation, tools, collaboratively developing a treatment plan and goals and planning for discharge. Students study in further detail the theories of creation/promotion, restoration, maintenance, modification, prevention and wellness approaches. Emphasizes occupational based treatment with outcomes of occupational performance, client satisfaction, role competence,

health and improved quality of life. Prerequisite: MOT 470.

**MOT 545. Research I 2 credits**

The student will critically examine and develop an appreciation for the impact of research in the profession of occupational therapy. Knowledge and skills in information searching, obtaining research funding, research question development, and ethical clinical application of research to practice from an evidence based practice framework will be conducted. The first course in a four-course sequence focusing on research in occupational therapy. Prerequisite: Introductory statistics course and admission to MOT program.

**MOT 550. Applied Orthotics 2 credits**

Designed to enhance professional and ethical problem-solving and skill in the fabrication of orthotic devices to promote and enhance occupation in persons with injuries or pathologies in the upper extremities. Prerequisite: MOT 440.

**MOT 560. Occupational Studies III 3 credits**

The essential occupations of older adults are studied to understand their unique areas of occupation, performance patterns, and contexts. Continues to develop a rich understanding of the relationships between occupational activity, health, and growth and development. Finally, assessment and therapeutic strategies that focus on compensation/adaptation of tasks and environments, disease/disability prevention, and health/wellness promotion are explored in order to optimize occupational engagement when there is a disruption in functional performance. The student will synthesize OT practice options with evidence from research to make the best clinical decisions. Prerequisite: MOT 530.

**MOT 566. Field Experience with Older Adults 2 credits**

Includes both field experience and classroom activities. Students will be placed in settings that serve the older adult. 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. Through the clinical and classroom experiences, students should learn to appreciate the role of occupation as it promotes health and wellness in the older adult, develop professional work skills and behaviors, and exhibit ethical integrity. Prerequisite: MOT 535.

**MOT 570. Occupational Therapy with Older Adults** **5 credits**

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. Prerequisite: MOT 540.

**MOT 575. Research II** **3 credits**

The student will critically examine professional occupational therapy literature and develop a research proposal with faculty guidance to further explore during MOT 600 and MOT 645: Occupational Therapy Research III and IV. Upon question identification, various research activities will be initiated to explore the importance and need for research in the profession of occupational therapy. Self directed learning will be stressed. Writing skills necessary for publication will be addressed. This is a writing intensive (WI) course. Prerequisite: MOT 545.

**MOT 600. Research III** **2 credits**

Sampling methods learned in MOT 575 will be implemented and ethical data collection procedures for research will be completed with guidance of a faculty research mentor. Concepts of interrater and intrarater reliability and data reduction will be explored. Pass/No Pass Grade. Prerequisite: MOT 575.

**MOT 620. Advanced Treatment Theories** **4 credits**

Students will develop advanced knowledge of OT theoretical approaches to patient care and frame of reference practice skills used in professional OT practice across the lifespan. Students will analyze and evaluate ethical treatment approaches as they relate to the planning and evidenced-based practice for particular patient populations. Students will develop hands-on treatment skills to promote the health of clients through occupation. Prerequisite: MOT 570.

**MOT 625. Level II Fieldwork Seminar** **1 credit**

Designed to assist the student in preparing for successful completion of Level II Fieldwork. This course will build upon previous Fieldwork courses and will aid the student in recognizing and meeting the expectations and requirements of Level II Fieldwork, the certification examination, and state licensure. Prerequisites: MOT 465, 535, 566.

**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. Prerequisite: Final academic semester in MOT program.

**MOT 640. Clinical Reasoning and Ethics in Occupational Therapy** **3 credits**

Advanced level graduate course 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 health of clients through occupation is explored through case-

studies and hands-on client contact. Best evidenced-based practice is applied as students develop collaboration and consultation skills in the community. Prerequisite: Final academic semester in MOT program.

### **MOT 645. Research IV** **2 credits**

Students will continue to critically examine current Occupational Therapy literature and complete a research proposal: single case study design or research project. Students will build upon research and scholarly knowledge gained from Research I, II and III. Emphasis is placed upon critical analysis of current Occupational Therapy literature, encouraging students to be consumers of research, fostering professional evaluation of theories and techniques utilized in clinical practice. Upon completion of the course, the student will have professionally presented research findings to relevant faculty and student members of the campus community. Students are encouraged to explore submission of their research manuscript for publication consideration as well as presentation of research findings at the state and national level during occupational therapy and non-occupational therapy conferences. Prerequisite: MOT 600.

### **MOT 650. Level II Fieldwork**

#### **Experience** **4–6 credits**

First fieldwork experience during which students are asked to demonstrate entry-level competency as an occupational therapy professional. This experience may take place in a variety of practice settings, servicing a variety of clients across the lifespan. This experience should allow the student to impact the health of their clients through the application of purposeful and meaningful occupation; promote clinical reasoning; enable ethical practice and develop their competency and professionalism as an occupational therapist. Pass/No Pass grade. Prerequisite: Successful completion of academic portion of MOT program.

### **MOT 655. Level II Fieldwork**

#### **Experience**

**4–6 credits**

Second fieldwork experience during which students are asked to demonstrate entry-level competency as an occupational therapy professional. This experience may take place in a variety of practice settings, servicing a variety of clients across the lifespan. This experience should allow the student to impact the health of their clients through the application of purposeful and meaningful occupation; promote clinical reasoning; enable ethical practice and develop their competency and professionalism as an occupational therapist. Pass/No Pass grade. Prerequisite: Successful completion of academic portion of MOT program.

### **MOT 660. Level II Fieldwork**

#### **Experience**

**1–6 credits**

This fieldwork experience is for the student who has successfully completed MOT 650 and 655 and wishes to experience occupational therapy in additional practice settings. This experience may take place in a variety of practice settings, servicing a variety of clients across the lifespan. This experience should allow the student to impact the health of their clients through the application of purposeful and meaningful occupation; promote clinical reasoning; enable ethical practice and develop their competency and professionalism as an occupational therapist. Pass/No Pass grade. Prerequisite: MOT 650, 655.

## Master of Science in Occupational Therapy

College of Education and Health Sciences  
The St. Ambrose University Occupational Therapy Department reflects the professional belief that post-professional education is a means to expand practice, increase knowledge base, and enhance the professional identity within a changing health climate. As such, the Master of Science in Occupational Therapy (MSOT) program offers occupational therapy practitioners an opportuni-

ty to participate in a post-professional program focused on the development of clinical reasoning skills based in evidence, the use of research and scholarly pursuits to enhance client and community services, and the promotion of career advancement and lifelong learning.

The curriculum reflects practice changes and trends within occupational therapy with an emphasis on three core concepts. First, advanced knowledge should be grounded in evidence-based practice and research oriented best practice. Second, advanced clinical reasoning, knowledge of theory and skills are needed to support excellent clinical application with clients. Third, an individualized career advancement focus will enhance the specific professional development needs of the clinician. The curriculum culminates with a research paper or project designed to impact and support advanced practice. It is anticipated that most students would complete the coursework in the program within two years with the final thesis or project being completed in a third year.

The curriculum consists of 30 credits. Courses are taught in a combined format of face-to-face meetings and online course delivery. The courses lend themselves to varied formats and will be scheduled to accommodate the working professional. Courses will be offered in the evenings, on week-ends, in three to five day intensives, or online.

### **Admission Requirements**

The program is offered to occupational therapists initially prepared at an entry-level within a baccalaureate or professional master's degree program. Potential students meet the following criteria:

1. Initially certified by the National Board of Certification for Occupational Therapy
2. Hold a current license to practice Occupational Therapy.
3. Demonstrated at least a 3.0 GPA in their entry-level program.
4. Have 3 years of clinical experience.
5. Completed Graduate Record Exam (GRE).
6. TOEFL score of 650 if English is a second language.

Additional requirements may be added.

Students should check with the MSOT Department for the most current information.

### **Applications and Admittance Procedures**

Students may be admitted to the MSOT Program for fall, spring, or summer semesters. To apply to the MSOT Program, submit the following to the Occupational Therapy Department.

1. A complete Application for Admission form along with the non-refundable fee. If applying online, the fee is waived.
2. A statement of written professional goals.
3. An official transcript of academic performance from the institution granting the entry-level degree in Occupational Therapy.
4. Photocopy of initial National Board Certification in Occupational Therapy, photocopy of current OT license, and evidence of 3 years of clinical experience.
5. Official verification of GRE score and TOEFL score (if required)
6. Three letters of reference.

A student may be conditionally accepted to the program without having completed the GRE. The GRE must then be completed, meeting the score requirement, before completing a second course in the program.

### **Academic Status**

MSOT students are required to maintain a 3.0 (B) grade point average or above. At any point in the curriculum where a student falls below a 3.0 GPA, he/she is placed on academic probation. Students must remove themselves from academic probation within their next two semesters. Only two "C" grades are permitted in the program. A third "C" or an "F" grade results in academic dismissal from the MSOT program. Any student dismissed from the MSOT program may reapply after a minimum of one elapsed semester. If re-

## Graduate Programs

admitted, any course where an “F” grade was earned must be repeated.

### MSOT Curriculum

#### Core 1

MSOT 550	Evidence Based Practice	2–3
MSOT 570	Research Methods and Design	3–4
MSOT 590	Future Trends in Health Care: Needs Assessments and Policy Planning	3

#### Core 2

MSOT 600	OT Theory and Models of Practice I	3
MSOT 610	OT Theory and Models of Practice II	3
MSOT 630	Measurement and Assessment	2
MSOT 650	Critique of New Approaches in Interventions	3

#### Core 3

MSOT 660	Individualized Career Advancement Focus	6
(Minimum of two 3-credit courses required)		
MSOT 690	Thesis or Project to Impact Practice	3

Students with entry-level master's degrees: Select SAU MOT Program courses, taken by all SAU MOT alumni, may be considered as equivalent to some MSOT courses. Additionally, graduates of other master's entry level programs may receive a transcript evaluation to determine if any courses may satisfy some degree requirements. A maximum of 9 credits may be accepted as equivalent course credit toward the MSOT degree.

#### Course Descriptions

##### **MSOT 550. Evidence Based Practice 2–3 credits**

This course is concerned with evidence-based practice (EBP) as a framework for clinical decision-making by therapists. A historical overview of EBP and discussion of the evidence-based approach to clinical decision-making will be presented. Students will gain hands-on experience in using professional literature to examine evidence

to address a specific clinical question or in the selection of tests, measures, and interventions.

##### **MSOT 570. Research Methods and Design 3–4 credits**

This course focuses on quantitative and qualitative research methodology and analysis. The benefits and strengths of various research designs will be examined. Knowledge and skills in information searching, obtaining research funding, research question development, and ethical clinical application of research is stressed. The students will evaluate levels of research evidence within literature and participate in writing a research proposal.

##### **MSOT 590. Future Trends in Healthcare 3 credits**

As the healthcare climate evolves and changes, occupational therapists are required to be effective advocates for their clients and their profession. This includes a need to accurately assess and plan for the needs of the local, regional, and national communities. Additionally, planning for and advocating for policy making will be addressed. Students will participate in needs assessments and plan development as a basis for promoting excellence and advancement within the profession.

##### **MSOT 600. OT Theory and Models of Practice I 3 credits**

This course focuses on an exploration of the domain of concern that grounds occupational therapy: occupation and the meaning of occupation within the experience of each individual. Additionally, trends and current practice are influenced by various treatment theories and models. The students will explore and analyze the theories and models as their place within current practice are considered. Examples of models include: Occupational Behavior Models, Ecological Model, and Person-Environment-Occupation-Performance Model.

##### **MSOT 610. OT Theory and Models of**



**Practice II****3 credits**

This course focuses on an exploration of the domain of concern that grounds occupational therapy: occupation and the meaning of occupation within the experience of each individual. Additionally, trends and current practice are influenced by various treatment theories and models. The students will explore and analyze the theories and models as their place within current practice are considered. Examples of models include: Rehabilitative Models, Learning/Behavioral Models, and Infant/Child Models.

**MSOT 630. Measurement and Assessment****3 credits**

This course will offer an opportunity for students to identify and examine the administration of new measures and assessments. The application of this knowledge to their clinical practice will be emphasized as well as consideration of how the use of measurement and assessment can inform best practice and add to the evidence of occupational therapy outcomes. Students will gain hands on experience with new assessment and data collection techniques in order to monitor and plan client treatment as well as inform the profession's domain of concern.

**MSOT 650. Critique of New Approaches in Interventions****3 credits**

This course will provide insights into new and cutting edge approaches to intervention. A comparison to theory, evidence and outcomes will ground an analysis of each approach. The student will focus specifically on analyzing interventions strategies specific to their career interests.

**MSOT 660. Individualized Career Advancement Focus****6 credits**

This content is designed to allow the student to individualize their course of study to their specific professional development needs based upon their stated goals. A student may choose electives from among several tracks, such as Assistive

Technology or Healthcare Administration, or as developed with their faculty mentor considering career development needs.

**MSOT 690. Thesis or Project to Impact Practice****3 credits**

The student, in collaboration with their faculty mentor, will determine whether to engage in a practice oriented thesis or project. Both would have the intended outcome of impacting current practice and be of immediate benefit to the student's work place, the local community of clinicians or profession at large. This capstone work is intended to reflect an integration of content addressed throughout the MSOT curriculum and should ideally be a contribution to practice that is worthy of publication or presentation in order to share knowledge with other healthcare practitioners.

## Master of Organizational Leadership

College of Arts and Sciences

The accelerated 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 has an undergraduate GPA of at least 3.0 on a 4-point scale.
3. 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.
4. 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 Office located at 1950 East 54th St., Davenport, IA 52807 care of the MOL director.

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.
4. 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.

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 has 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 considera-

tion 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:** 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 director.

### 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

There are two options for the completion of the MOL degree.

1. **Thesis Track:** 36 credit hours including the LTPS foundation course (3 credits), 18 credits of core courses, 9 credits of electives, MOL 719: Research Methods, and MOL 720: Thesis. The student may enroll in MOL 719 after completing the Core Requirements (18 credits). The student may enroll in the thesis only after completing MOL 719 and 30 credit hours toward the degree. The student enrolls for one credit at a time until the thesis is com-

pleted, for a maximum of 3 credits. The thesis must be completed within two years of the initial enrollment in the thesis. Permission of the thesis advisor and program director is also required to enroll in the thesis. The thesis track is recommended for the student considering advancing on to a PhD program or where conduct of research is a vital component of the student's career.

2. **Comprehensive Examination Track:** 36 credit hours including the L TPS foundation course, 18 credits of core courses, 12 credits of electives, and MOL 722: Capstone/Comps. The student may enroll in MOL 722 upon completion of 30 credit hours toward the degree. However, the student may not take the comprehensive exams until all other credits (33) have been completed. Permission of the MOL director is required to sign up for the comprehensive examinations. The comprehensive examination track is recommended for the student whose career is closer to that of a practitioner rather than that of a researcher.

### Core Requirements (21 credits)

- MOL 501. Leadership Theory  
 MOL 512. Assessing Leadership Skills  
 or  
 MOL 555. Organizations and Diversity  
 MOL 529. Conflict Management (MBA 529)  
 MOL 540. Strategic Communication in Organizations  
 MOL 621. Organizational Theory and Behavior (MBA 621 )  
 MOL 690. (LTPS) Leadership Through People Skills (MBA 690)  
 MOL 710. Ethics and Leadership (MBA 710)

### Electives (9–12 credits depending on track)

- MOL 512. Assessing Leadership Skills  
 MOL 515. Decision-Making and Leadership  
 MOL 550. Leadership and Motivation  
 MOL 555. Organizations and Diversity  
 MOL 557. Building Effective Teams  
 MOL 625. Leading Organizational Change

MOL 655. Political and Civic Leadership  
MOL 685. Human Resources (MBA 685)  
MOL 701. Planning Strategically (MBA 701)  
MOL 719. Research Methods  
MOL 790. Independent Inquiry in Leadership  
MOL 792. Special Topics

**Candidacy Degree Requirement (3–6 credits depending on track)**

In addition to the above requirements, the student must complete one of the following to complete the degree:

1. Thesis track (6 credits): MOL 719. Research Methods (3 credits) and MOL 720. Thesis (3 credits, student enrolls one credit at a time )
2. Comprehensive exam track (3 credits): MOL 722. Capstone Seminar/Comps

**Certificate in Organizational Leadership**

A master's level certificate in organizational leadership comprised of 15 credit hours is available through St. Ambrose University. The certificate consists of four core MOL courses including MOL 501, MOL 529, MOL 540, MOL 710 and the LTPS foundation course MOL 690. The student must apply for admission into the MOL program in order to enroll in the organizational leadership certificate option. Upon completion of the certificate, the student may select to continue in the MOL program for the purpose of completing the MOL degree.

**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 MBA/MOL 690 (LTPS), MBA/MOL 621, MBA/MOL 685, MBA/MOL 701, and MBA/MOL 710. 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 in the MBA see the Master of

Business Administration.

Course Descriptions

**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.

**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.

**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.

**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.

**MOL 540. Strategic Communication in Organizations 3 credits**

Examines the role of communication as a strategic leadership function in organizations. Students are challenged to understand how communication creates awareness of organizational mission and facilitates interpersonal and group relationships in attaining organizational goals. Communication technologies and their impact on organizational effectiveness are surveyed.

**MOL 550. Leadership and Motivation 3 credits**

Focuses on an overview of early work in the area of motivation and how they contribute useful ideas in explaining workplace behavior; major issues such as social influences, cross-cultural influences, affect and mood, etc and their impact on organizational motivation; and the application of motivational approaches in the areas of rewards, punishment, and creativity. Students will draw upon personal and professional experiences in analyzing their own motivation.

**MOL 555. Organizations and Diversity 3 credits**

Explores the meaning of cultural diversity, the need for diversity awareness and the importance of managing diversity within organizations. Investigates sources of prejudice and discrimination and will increase the awareness and knowledge of the relationship between history and the need to understand issues related to diversity. Explores the concepts of stereotyping and ethnocentrism, their origin, and how these concepts along with prejudice and discrimination can lead to conflict and misunderstanding. Examines how people might encounter diversity in terms of race/ethnicity, sex/gender, age, occupation, education, sexual orientation, and physical abilities.

**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 on developing

knowledge, skills and abilities to facilitate groups and teams. A connection will be drawn between team building, communication and leadership.

**MOL 621. Organizational Theory and Behavior 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.

**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.

**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.

**MOL 685. Human Resources 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.

**MOL 690. Leadership Through People Skills (LTPS) non-credit/3 credit option**

Intensive five-day seminar (normally 8 a.m. to 6 p.m.) that transforms managers into leaders by

creating the skills necessary to meet today's business and organizational challenges, and turn vision into reality. Emphasis on small-group learning, role-playing, action learning, and problem solving to improve leadership skills.

**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.

**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.

**MOL 719. Research Methods 3 credits**

Examine issues related to conceptualizing a research question, the role of theory in research, research design, and qualitative research methods. Basic quantitative methods such as survey design, data collection, and data analysis will also be covered. The student will begin preliminary research and development of a thesis proposal during the course. Required for students selecting the thesis track. Prerequisites: Student must have completed the Foundation and Core Requirements (21 credits) before enrolling.

**MOL 720. Thesis in Leadership 3 credits**

Student with approval of program of Study Committee writes and presents an original, empirically based research paper of substantive length and depth. Analysis and creative approaches to leadership are emphasized. An oral defense of the research project by the program of Study Committee is an exit requirement. Prior to the oral defense a copy of the completed thesis should be submitted to the MOL director for placement in the library. Prerequisites: See MOL

Degree Requirements, Thesis track. Pass/No Pass grade option. In progress option.

**MOL 722. Non-thesis Capstone/Comps 3 credits**

An 8-week capstone seminar for the purposes of review and synthesis of the MOL curriculum in preparation for comprehensive examinations. Credit is earned upon passing the comprehensive examinations. Pass/Fail. Prerequisites: Complete 30 credits toward degree. Student may not take the exams until 33 of 36 credits are completed.

**MOL 790. Independent Inquiry in Leadership 3 credits**

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. Prerequisite: Permission of program director.

**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.

## 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.

The program includes educational, formation, and experiential components. The MPTh degree can be completed in two years, full-time, or up to four years, part time. It is designed to incorporate the experienced-based learning style proper to adults, recognizing that ministerial experience is the norm for participants.

The program is designed to meet the needs of students who are involved in ministry. Two summer residencies of three weeks each are required. Two pastoral courses of 3 credits each, workshops, and formation opportunities are included in these residencies. Two 6-credit web-based distance learning courses are then offered during the academic year.

Student cohorts of a maximum of 10 students each will ensure proper class size for in-depth inquiry, engaging dialogues, and personal interaction with the faculty. Five core component areas are required: 12 credits in Pastoral Theology, 6 credits in each of the following: Scripture, Sacraments/Spirituality, Systematics, and Ethics.

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:  
Introduction to Theology  
Introduction to Scriptural Studies  
Conditional admission to the program may be granted while fulfilling these prerequisite courses.
4. Ministry experience.

### **Degree Requirements**

Thirty-seven graduate credits including six credits from each of the four following areas: Scripture, Sacraments/Spirituality, Systematics, and Ethics, twelve credits in Pastoral Theology, and one to three credits for the Integration Thesis. Students

are also required to attend two summer residency sessions of three weeks each. Students must maintain a “B” average.

Youth Ministry, Clinical Pastoral Education, 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 a minimum of two years of ministerial experience, 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, for Continuing Education Units (CEU), or as a part of the Certificate in Pastoral Studies program. 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 12 hours total credit will be applied toward the degree from Transfer and Advanced Standing.

### **Integration Thesis**

Requirements for the MPTH degree include the completion of a 1–3 credit Integration Thesis intended to demonstrate the student's ability to integrate coursework with pastoral ministry. The topic and the advisor must be picked by the second summer residency. 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. It should be orally presented and approved within one year of completion of coursework.

### **Graduation Requirements**

1. Submit a graduation application before the deadline indicated in the academic calendar.
2. Complete any transfer of credit from other institutions as described above.
3. Successfully complete the various courses selected in consultation with an academic advisor, so that the number of credit hours, earned or transferred, totals at least 37 including the Integration Thesis.
4. Receive the approval of the completed Integration Thesis in the manner outlined above.
5. Submit the graduation fee to SAU.

### **Program of Studies**

Course requirements for the MPTH degree are designed to offer persons with experience in ministry the opportunity to engage in theological reflection and to develop pastoral skills that are pertinent to their own goals as ministers and the needs of the community of faith.

The student is required to complete at least 37 semester credits including: 12 credits in Pastoral Theology: MPTH 550, 551, 552, 553; 6 credits each in Scripture, Systematics, Ethics, and Sacraments/Spirituality; 1–3 credits for Integration Thesis.

Course Descriptions

**MPTH 499. Introduction to Scriptural Studies**

**3 credits**



This course is designed to meet the needs of students entering the Master of Pastoral Theology program who have not taken THEO 201 and 202 or comparable introductory level courses in Scripture. Students will learn about the composition of the Bible, use a variety of critical analyses, review Biblical theologies, exercise the skill of Biblical exegesis, and reflect on the relationship between Scripture and Tradition.

**MPTH 504. Synoptics, Acts, and Paul 6 credits**

This course examines the Gospels of Matthew, Mark, Luke, Acts of the Apostles, the Letters of St. Paul and the “Pauline” texts. Areas covered include authorship, place, audience and date of writing. Particular attention is given to the unique theological contributions that each text makes to the Christian tradition, especially in Ecclesiology, Eschatology, Ethics, and Christology. Students will use modern biblical criticism, and will be expected to understand the historical, textual, literary, and socio-cultural influences on the texts. This distance-learning web-based course is offered in real-time using audio and video Blackboard technology.

**MPTH 505. John, Pastorals, and Revelation 6 credits**

This scripture course examines the Gospel of John, Johannine Epistles, the Pastoral Letters, and the Book of Revelation. Areas covered include authorship, place, audience and date of writing. Particular attention is given to the unique theological contributions that each text makes to the Christian tradition, especially in Ecclesiology, Eschatology, Ethics, and Christology. Students will use modern biblical criticism, and will be expected to understand the historical, textual, literary, and socio-cultural influences on the texts. This distance-learning web-based course is offered in real-time using audio and video Blackboard technology.

**MPTH 520. Sacraments and Eucharist 6 credits**

Through exchange, study, and research the first

section of the course will examine and critique the life of the Church as expressed in its ritual worship, treated from the historical, theological, pastoral, and spiritual perspectives. This encompasses the Church's discipline for the celebration of seven sacraments as signs and symbols of the Church's full life in Christ. The second section of the course analyzes in greater detail the theological and spiritual dimensions of Liturgy and Eucharist as core sacrament and “summit” to which the Church directs its life. The ultimate goal of this course is to challenge participants to conceptualize the possibilities of Eucharistic transformation within the Church and in the world. This distance-learning web-based course is offered in real-time using audio and video Blackboard technology.

**MPTH 525. Spirituality and Liturgy 6 credits**

Prayer, Spirituality, and Liturgy will examine the challenges and full meaning of “growth in Christian holiness,” and the various spiritual means of attaining full life in the Holy Spirit. The first section of the course investigates the historical, theological, and formative aspects of prayer, meditation, spiritual exercises, and the core celebration of sacraments and Eucharist. The second section of the course traces the evolution of stages of prayer from contemplation to the mystical stages of prayer and mystical experience. This distance-learning web-based course is offered in real-time using audio and video Blackboard technology.

**MPTH 530. Agape and Social Justice 6 credits**

Agape is the core ethical value of the Christian Tradition and Social Justice is one of its most important expressions. Students will be introduced to the notion of “narrative ethics” interpreting Scripture and other Christian stories for their ethical message. Students will also explore how the Agape-ethic of the Bible has found expression in the Christian Tradition. Finally, students will offer their own insights into how the Agape-ethic can be applied to a variety of

contemporary social justice situations such as poverty, economic oppression, refugees, victims of war, famine, AIDS, and imperialism. This distance-learning web-based course is offered in real-time using audio and video Blackboard technology.

**MPTH 536. Biomedical and Applied Ethics** **6 credits**

This course is divided into two sections. The first section focuses on biomedical ethics and health care from the perspective of Catholic moral theology and Christian ethics. It will examine topics such as beginning and end of life issues as well as genetic engineering and the health care system. The second section is primarily an independent study which allows students to pursue key areas of interest in Foundational Moral Theology, Social Justice, and Pastoral Theology. This distance-learning web-based course is offered in real-time using audio and video Blackboard technology.

**MPTH 540. Toward an Inclusive Church** **6 credits**

The course explores the image of the contemporary Church as inclusive and dialogical as reflected in two significant developments: The recognition, integration, and mainstreaming of women's experience and perspective in the field of theology; and the ecumenical movement as well as efforts toward interreligious dialogue. The first will focus on Christian women theologians. In particular, it will examine the contributions to theology by women in the past and by prominent American and international women theologians in the present. The second will focus on the theological underpinnings, efforts, and practices by the Church toward ecumenism and, to a certain extent, interreligious dialogue. Specific ecclesiological problems toward ecumenism such as collegiality, the petrine office, infallibility, the mutual recognition of ordained ministry, Eucharistic sharing, interfaith marriage, and women in the Church will be particularly addressed. This dis-

tance-learning web-based course is offered in real-time using audio and video Blackboard technology.

**MPTH 545. Human and Divine** **6 credits**

The first section of this course will comprise a study of the one whom Christians revere as fully human and fully divine. It will include both historical overview and contemporary issues regarding the humanity and divinity of Jesus the Christ, the mission of Christ, Christ and the Holy Spirit, and the uniqueness of Christ as Savior. The second section of the course will focus on Theological Anthropology: the understanding of the human person in the light of faith in God, especially faith in the God revealed in Jesus Christ and in the Holy Spirit. This distance-learning web-based course is offered in real-time using audio and video Blackboard technology.

**MPTH 550. Introduction to Pastoral Care** **3 credits**

All pastoral ministers at some point and level provide pastoral care. Introduces those leaders to the broad range of concerns, needs, and methods that pastoral leaders need to be aware of to minister effectively and competently. The issues of referrals and confidentiality as well as the fundamental skills for effectively providing pastoral care will be introduced.

**MPTH 551. The Art of Christian Pastoral Counseling** **3 credits**

Introductory, comprehensive survey covering psychological principles and the skills needed in various forms of Christian pastoral counseling and ministry. Grounded upon a theological/biblical understanding of Christian life, growth, and moral values. Includes knowledge, theory, practice, and exploration of personal experience. Prerequisite: PSYC 342 or instructor permission.

**MPTH 552. Pastoral Management** **3 credits**

A practical approach to understanding and developing effective leadership in the parish situation. Emphasis is on information-gathering techniques,

direction and focus for group visioning and goal-setting, time management, conflict resolution and leadership evaluation. Additional content includes theological understanding of stewardship, recruiting and nurturing volunteers, personal concerns (i.e., job descriptions, contracts, salary benefits, and evaluation), and budgeting.

**MPTH 553. New Directions  
in Ministry** **3 credits**

Foundational course in pastoral theology. Examines and critiques significant changes that have taken place within the church from the Second Vatican Council to the present. Ideas for discussion include: collaborative ministry, identity of ordained and lay ministers, roles of women and minorities in the church, New Testament foundations for concepts of charism and ministry, the future of “priest-less” parishes, and new forms of ministry in the areas of social justice and global ecumenism.

**MPTH 610. Integration Thesis** **3 credits**

The thesis is intended to demonstrate the ability of the student to integrate various courses with one another as well as the student’s own ministry. The topic and advisor for this extensive paper are to be fixed by the end of the second summer residency, regular and timely progress must be demonstrated, and it should be finished within 12 months. It is expected that the student will be able to present the paper orally, and a written copy must be delivered to the MPTH director, faculty advisor and a third member of the department for approval.

**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.

**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**

Youth Ministry Certificate courses cannot be upgraded at a later date. If taken for a certificate on the undergraduate 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 Social Work

College of Arts and Sciences

The Master of Social Work (MSW) program began instruction in August 1997. The Master of Social Work degree places an emphasis on advanced 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 to the Program**

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 University graduate application forms and to the School of Social Work, St. Ambrose University, 518 West Locust Street, Davenport, Iowa 52803. Submit your social work application and official transcripts to the School of Social Work. 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 Office. 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 writing to the School of Social Work. Your application cannot be acted upon until all application materials are received. Application for admission is a rolling admission. Admission will close when all student positions are filled. It is to your advantage to complete the application process early.

Application deadlines are as follows: Full-time (fall)—June 15; Part-time (fall)—August 1; Advanced standing (summer)—June 15; Advanced standing (spring)—December 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 Research II. The School of Social Work offers a statistics course (MSW 705) for students who do not meet this requirement. 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 catalogue 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 includes:

- Architecture, art, art history, classics, comparative literature, dance, drama, English, landscape architecture, linguistics, music, philosophy, religious studies, speech communication, all foreign languages and literature.
- Students without human biology at the undergraduate level will be required to take a human biology module offered by the MSW program early in the start of the program.
- 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.

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 Arts and Sciences.

### **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 Honors 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 be placed on academic probation for the following semester. During the probationary semester the student will be advised regularly by their academic advisor. Failure to maintain a cumulative GPA of 3.0 following a probationary semester will result in the student being denied permission to register for further professional course work. Readmission 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 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.

## Graduate Programs

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 3.0 (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 year 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 bridging foundation courses in MSW 620 Human Behavior II (3), MSW 720 Research II (3), MSW 820 Social Policy II (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 nine 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: Practice I  
 MSW 520: Practice II  
 MSW 525: Practice Skills Lab  
 MSW 591: Field Instruction I  
 MSW 592: Field Instruction II  
 MSW 601: Field Seminar I  
 MSW 602: Field Seminar II  
 MSW 610: Human Behavior I  
 MSW 620: Human Behavior II  
 MSW 710: Research I  
 MSW 720: Research II  
 MSW 810: Social Policy I  
 MSW 820: Social Policy II

#### **Empowerment Concentration Curriculum**

The concentration curriculum is a single concentration of advanced 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 sys-

tems, 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 530: Advanced Empowerment Practice I  
 MSW 540: Advanced Empowerment Practice II  
 MSW 593: Field Instruction III  
 MSW 594: Field Instruction IV  
 MSW 603: Field Seminar III  
 MSW 604: Field Seminar IV

#### **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 which are graduate level taken at St. Ambrose University from departments other than social work or from an accredited MSW program within the past five years may be used in place of electives taken in the MSW program at St. Ambrose.

#### **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 740: Advanced Data Analysis

## Graduate Programs

- MSW 830: Supervision  
MSW 840: Exceptional Child for Social Work  
MSW 850: Empowerment Social Work in School Settings  
MSW 860: Economic and Social Justice  
MSW 870: Management in Human Services  
MSW 910: Ethical Issues  
MSW 920: Empowerment Social Work in Substance Abuse  
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 Difficult Clients  
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.

### Course Descriptions

#### Generalist Foundation Courses

##### **MSW 510. 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. 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**

Uses a case study approach to discover and develop students' abilities for empowerment-oriented generalist social work practice at a foundational level. Students will use the case study provided to apply empowering processes to assessment, intervention, and evaluation at each level of social work practice including the individual, family, group, organizational, community, and societal levels. Case applications will emphasize the integration of practice, policy, human behavior theory, and research as well as consider social work values and respect for human diversity as key elements of an empowerment-based practice approach. Students will learn and demonstrate skills in relationship building, dialogue, assessment, intervention, and practice evaluation. Prerequisite: Advanced Standing status.

##### **MSW 591, 592. Field Instruction–Foundation Year (Required) 3 credits**

Field instruction is a central component in professional social work education and provides the student with practice experience to promote the integration of theoretical learning from classwork, and to develop the knowledge, values, and skills for professional social work practice. Field practice in the foundation year takes place in community agency settings sixteen hours a week and prepares students for generalist social work practice with individuals, families, groups, organizations, neighborhoods, communities, and the society. Corequisites: MSW 601 for MSW 591;



MSW 602 for MSW 592.

**MSW 601, 602. Field Seminar I and II  
Foundation Year (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. Corequisites: MSW 591 for MSW 601 and MSW 592 for MSW 602.

**MSW 610. Human Behavior I  
(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. Human Behavior II  
(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. Prerequisite: MSW 610.

**MSW 705. Statistics for Social Work 3 credits**

Introduces students to the forms of data analysis generally used in the field of social work. Covers univariate analysis and graphing techniques, bivariate and multivariate analysis techniques. The application and interpretation of statistics using SPSS analytical software is emphasized. The course is designed for students who do not have the requisite skills in statistics to begin courses in the research sequence. Credit hours may not be counted toward elective requirements.

**MSW 710. Research I (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 consumer and practitioner of research.

**MSW 720. Research II (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 under-

standing and effectively using social work research. Substantive content from the areas of Ethics, Social Work Policy, Human Behavior in the Social Environment, and Social Work Practice are integrated into the course through the required and recommended readings. Prerequisites: MSW 710.

### **MSW 810. Social Policy I (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 II (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. Prerequisite: MSW 810.

## **Empowerment Concentration Core Courses**

### **MSW 530. Advanced Empowerment Practice I (Required) 3 credits**

This course advances students' abilities to implement empowerment-oriented strategies with individuals and families. Students will integrate contemporary practice models to develop a collaborative approach focused on client strengths, sensitive to cultural and gender diversity, and centered in interpersonal, situational, organizational, and social change. Students will become proficient in completing assessments from multiple perspectives, facilitating a solution-focused dialogue, placing clients at the center of the planning, and implementing strength-based interventions

focused on achievable outcomes. Prerequisite: Completion of Foundation coursework.

### **MSW 540. Advanced 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 593, 594. Field Instruction– Concentration Year (Required) 4 credits**

Field instruction is an integral component in the student's professional education for social work where students apply what they learn in theory and practice classes in community agency settings sixteen hours a week. The second year of field education builds upon the generalist preparation of the foundation field experience and fosters students' abilities to further develop competencies in advanced empowerment practice. The focus during this second year concentration field practicum is to develop mastery in the area of concentration by increasing skills in practice approaches, furthering the agency mission, examining relevant policies, integrating organizational and behavior theory, and applying research knowledge. Corequisites: MSW 603 for MSW 593; MSW 604 for MSW 594.

### **MSW 603, 604. Field Seminar III and IV Concentration Year (Required) 2 credits**

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 out-

comes measurement; 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. Corequisites: MSW 593 for MSW 603 and MSW 594 for MSW 604).

### **Empowerment Concentration Elective Courses**

#### **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. Prerequisite: 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. Prerequisite: 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. Prerequisite: 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. Prerequisite: Completion of foundation coursework.

#### **MSW 590. Advanced Group Work (Elective) 3 credits**

Builds on the knowledge of group theories, processes, and dynamics taught in the foundation year. Students will learn the contemporary practices of empowerment social work with groups including those with purposes of therapeutic change, identity development, skill attainment, interpersonal support, rehabilitation, social control, or social action. Students will develop advanced practice skills through group leadership and group membership activities, observations, readings, discussions, and reflective journaling. Students will plan, initiate, lead, and evaluate a social work group in the field, work, or other

pre-arranged setting. Recognizing group work as a key to achieving social justice, this course emphasizes work with populations at risk. Registration restricted to concentration year students. Prerequisite: Completion of foundation coursework.

**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. Practicum includes a minimum of 6000 contact hours in an approved school setting. Prerequisite: MSW degree and permission of field education director.

**MSW 740. Advanced Data Analysis (Elective) 3 credits**

Takes students beyond past material covered in other research courses. Students will learn higher level data analysis skills that would include such topics as: data cleaning, multiple and logistic regressions, path analysis, and survival analysis techniques. Learn to use SPSS software to facilitate data analysis and presentation of results. Prerequisites: MSW 710 and MSW 720.

**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. Prerequisite: Completion of Foundation coursework.

**MSW 840. Exceptional Child for Social Work (Elective) 3 credits**

Introduction to the educational, social, and personal issues facing children and youth with dis-

abilities in school and social settings. Examines legal and ethical issues in assessment and social work intervention. Prerequisite: Completion of Foundation coursework.

**MSW 850. Empowerment Social Work in School Settings (Elective) 3 credits**

Partially prepares students for social work practice in public school settings. Using an ecological approach, explores a variety of theoretical orientations and interventions that can be used at all systems levels and examines the range of policy and practice issues related to social work delivery in school settings. Includes strategies for working with students and families, consultation with school personnel and community professionals, methods for organizational change, and participation in multi disciplinary teams. Prerequisite: 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 receive special attention. Prerequisite: Completion of foundation coursework.

**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. Prerequisite: Completion of foundation coursework.

**MSW 910. Ethical Issues (Elective) 3 credits**

Designed to familiarize students with the philosophical base of personal and social ethics, to apply ethical principles to global and internation-

al issues, to acquire in-depth understanding of the NASW Code of Ethics, and to develop expertise in using a reflective decision-making model for resolving ethical dilemmas at various levels of social work practice and with diverse populations. Prerequisite: Completion of Foundation coursework.

**MSW 920. Empowerment Social Work in Substance Abuse (Elective) 3 credits**

Provides an overview of problems caused by the use of chemical substances for the individual, the family, and society at large. Focuses on differences in categories of available drugs, causes of use, processes involved in becoming dependent on drugs, behaviors and consequences of drug use, diagnosis and assessment tools, treatment options, prevention, drug policies, drug use in special populations (adolescents, ethnic groups, the elderly, etc.) and gender issues. Prerequisite: Completion of foundation coursework.

**MSW 930. International Social Work and Social Welfare (Elective) 1–3 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. Prerequisite: Completion of foundation coursework.

**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. Prerequisite: Completion of foundation coursework.

**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. Prerequisite: Completion of foundation coursework.

**MSW 960. Collaborative Practice with Difficult Clients (Elective) 3 credits**

This course develops the knowledge, values, and skills necessary to work with reluctant, resistant, and overwhelmed clients—those defined as deviant or in crisis. Students will practice solution-focused approaches, narrative strategies, and crisis intervention skills as alternative to control-based treatment methods to work with clients in the field of domestic violence, sexual violence, and crisis management. Prerequisite: MSW 530.

**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.

## Doctor of Business Administration

College of Business

### 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.

## Graduate Programs

5. A minimum of one and up to three written scholarly projects 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 Methods I  
DBA 902 Research Methods II  
DBA 903 Research Methods III  
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

#### Course Descriptions

#### **DBA 901. Research Methods I 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. Research Methods II 3 credits**

This course is designed to prepare the doctoral student for analyzing and interpreting organization science research. Major topic areas to be covered include correlation, regression, analysis of variance, and multivariate statistics. This course will also provide instruction in a statistical computer package.

#### **DBA 903. Research Methods III 3 credits**

This course is designed to prepare the doctoral student for advanced statistical techniques. Knowledge of statistical computer package necessary. Prerequisite: 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, leadership, teams, and decision making.

#### **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 equal employment opportunity, job analysis, selection, training, performance appraisal, compensation and career issues.

**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 structures, power, culture 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 dissertation is 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.

## Doctor of Physical Therapy

College of Education and Health Sciences  
St. Ambrose University is proud to offer the Doctor of Physical Therapy (DPT) program to prepare therapists to meet the new practice stan-

dards required. 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 400 sites, including general and specialized practice settings.

**Doctor of Physical Therapy Mission**

The mission of the Doctor Physical Therapy program is to prepare highly competent physical therapist practitioners 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. Interested candidates must apply by published deadlines to be considered. 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.

Applicants to the DPT program choose one of three admissions tracks. Up to 30 students are admitted into the professional phase of the DPT program each fall. High school students interested in Track I must apply by February 15. Applications are available through the Physical Therapy Department. Track I individuals interested in Track II or Track III should request an application through the Physical Therapy Department at 563/333-6403 or may apply online through the Physical Therapy home page at [www.sau.edu/pt](http://www.sau.edu/pt). Early honors admission is available in the fall for Track II and III applicants with a minimum of 3.5/4.0 GPA. The deadline for early honors decision applications is October 15. Spring admission deadline for all other Track II and III applicants is February 1.

**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 conditionally reserving them a place in the DPT class that will commence with their senior year in college. Students are selected through a competitive application process. To be considered, students must meet all Track I Phase A requirements

**Track I** is exclusively for high school seniors who are enrolling at St. Ambrose. 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. 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 / 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 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 the required courses for the declared undergraduate major at SAU. Any major is acceptable, but majors in biology, psychology, exercise science and fitness and human performance are the most commonly selected
- 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 science GPA by the end of spring semester freshman year
- Complete the GRE, scoring no less than 400 on the verbal and quantitative sections
- Complete the SAU Admission to Graduate Studies Application form by the deadline
- Document at least 50 hours of observation with a licensed physical therapist in two or more practice settings (may include the 20 hours completed for Phase A)
- Submit official transcripts from all undergraduate institutions attended
- Provide two favorable references from SAU faculty (forms provided)
- Complete an acceptable on-site personal interview with PT faculty members

### **Track II**

Track II is a “3+2.5” plan of study (three years of undergraduate study plus two-and-a-half years in the DPT program). The first year of DPT courses is 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. To be eligible for this track, students are required to 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 St. Ambrose University will need a letter from the respective Registrar indicating that the first year of DPT courses will be credited toward the bachelor’s degree. The bachelor’s degree must be awarded prior to the beginning of the second year of the DPT program.
- Attained a minimum 3.0/4.0 cumulative undergraduate GPA

- Completed all requirements listed below

### **Track III**

Students who hold a bachelor’s degree may apply using Track III, the “4+2.5” plan of study (four years of undergraduate work plus two-and-a-half years in the DPT program). To be eligible for this track, students are required to have:

- A bachelor’s degree from an accredited four-year college or university awarded prior to the fall they anticipate entering the DPT program.
- Attained a minimum cumulative undergraduate GPA of 3.0 (on a 4.0 scale) or a minimum cumulative graduate GPA of 3.25 (on a 4.0 scale) for 18 or more semester hours in an approved graduate science degree program. Contact the Physical Therapy Department regarding acceptable graduate courses.

### **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
- Completed the Graduate Record Exam (GRE) and submitted official results
- Completed the SAU Admission to Graduate Studies Application form
- Submitted official transcript from all undergraduate and graduate institutions attended
- Submitted two references from individuals well-acquainted with the applicant (forms provided)
- Completed an acceptable on-site personal

## Graduate Programs

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)

Based upon the undergraduate GPA and quality of other application materials, select applicants from all Tracks will be invited for a required on-site interview. Admissions data will be processed by the committee, and it will determine the most qualified applicants to be invited to join the DPT program. Students who are accepted into the DPT program will be notified in writing. A waiting 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 103, 104	8
Human Physiology‡	BIOL 202, 204	3–8
General Chemistry*	CHEM 105, 106	8
College Physics*	PHYS 203, 204	8
Trigonometry (or above)	MATH 152	3
Statistics/Biostatistics	STAT 213	3
Intro. Psychology	PSYC 105	3
Advanced Psychology or Sociology	(upper level)	3

\*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.

### 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 direc-

tor 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 Education and Health Sciences.

### 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):

A = 90–100%, superior performance

B = 80–89%, suitably proficient performance

C = 70–79%, marginal performance

D = 60–69%, unsatisfactory performance

F = less than 60%, failure

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 withdraw-

ing from the program and must reapply for admission.

### **Grade Appeal Policy**

When students believe a final course grade has been assigned in error or in an arbitrary or capricious manner, they have 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 director with the following provisions and/or guidelines:

1. The grade appeal must concern the final overall course letter grade only. The student may not appeal any one individual test or assignment grade.
2. No one may substitute personal judgement 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 affect the student in the assignment of the letter grade for the course.
3. The appeal must be initiated within two weeks after final grades were posted.
4. Any grade appeal must be submitted in writing to the department director and include the student's name, contact information, course number and title, and reasons which justify the requested change of grade.
5. The director will convene an Appeals Committee which will review the request and make a decision within two weeks after receipt of the appeal.
6. The student will be informed in writing of the Appeals Committee's decision within two weeks of the decision.
7. The student has the right to appeal the Appeals Committee's decision to the dean of the College of Education and Health Sciences.

### **Grading for Practical Examinations**

Practical/laboratory examinations are an important part of the DPT Curriculum. Program facul-

ty 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" 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 and fails to achieve a minimum passing score on the retake examination will receive an "F" grade for the course.

The need to repeatedly retake practical examinations may demonstrate inadequate preparation by the students and/or identify students at risk for not passing future clinical education experiences. Therefore, students must pass 80% of all practical exams during an academic year on the first attempt. Students failing to meet this expectation are required to meet with the Admissions and Retention Committee and their advisor in an attempt to help identify strategies to correct this problem. Continued failings on the first attempt may require remediation or could be grounds for dismissal from the program.

### **Student Retention Policy**

The PT 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 re-application 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 “C” or higher or “pass” by the second attempt.
3. The student receives a second academic course grade below a “C”.
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. Ambrose 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 them-

## Graduate Programs

selves 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 Education and Health Sciences.

### 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 CREDITS

#### First Year

##### *Fall*

DPT 500	Human Gross Anatomy	5
DPT 515	Professional Seminar	1
DPT 530	Kinesiology/Biomechanics	5
DPT 531	Functional Anatomy	1
DPT 550	Introduction to Physical Therapy	3
DPT 560	Physical Therapy Procedures I	3

##### *Winterim*

DPT 580	Clinical Education (2 weeks)	0
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##### *Spring*

DPT 520	Pathology & Medical Management	5
PSYC 540	Neuroanatomy/Neurophysiology	5
DPT 570	Physical Agents	4
DPT 635	Clinical Exercise Physiology	3
DPT 650	Issues in Research I	3

##### *Summer*

DPT 582	Clinical Education (3 weeks)	0
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#### Second Year

##### *Fall*

DPT 590	Pharmacology	1
DPT 600	Issues in Patient Care	3
DPT 620	Musculoskeletal Therapeutics I	5
DPT 630	Neuromuscular Therapeutics	5
DPT 640	Cardiopulmonary Therapeutics	3
DPT 680	Clinical Education (2 weeks)	0
DPT 800	Applied Anatomy and Physiology	2

*Spring*

DPT 660	Prof Practice & Health Care Sys	3
DPT 670	Orthotics and Prosthetics	3
DPT 674	Integumentary Therapeutics	1
DPT 700	Issues in Research II	1
DPT 705	Critical Inquiry	2
DPT 720	Musculoskeletal Therapeutics II	3
DPT 760	Physical Therapy Procedures II	3
DPT 780	Clinical Education (2 weeks)	0
DPT 810	Advanced Diagnostics	2
DPT 820	Differential Diagnosis	2

**Third Year**

*Summer*

DPT 781	Clinical Education (8 weeks)	6
DPT 830	Medically Complex Patient	2

*Fall*

DPT 782	Clinical Education (8 weeks)	6
DPT 784	Clinical Education (10 weeks)	6

**Transition DPT Degree Program**

**Transition DPT Mission**

The Transition DPT program provides an opportunity for licensed physical therapists to earn the Doctor of Physical Therapy degree. This post-professional program is designed to augment the physical therapist's current knowledge and skills and to enhance their ability to care for patients and clients across a range of practice settings. The program focuses on enhancing clinical reasoning and promoting evidence-based practice. Central to this mission is the provision of high quality health care and an improved quality of life for patients and their families.

**Transition DPT Admissions Process**

Applications will be accepted until December 31, 2007. At that time, no further applications for the Transition DPT degree will be accepted. Once accepted into the program, the student will be allowed five (5) years to complete the degree. Physical therapists seeking admission to this program should request an application from the Physical Therapy Department. Criteria for admis-

sion includes: prior graduation from a CAPTE accredited physical therapist education program; copy of current United States physical therapy license(s); official transcripts from all colleges and universities attended; completed Transition DPT Application Form, two references (forms available) and processing fee of \$50. New graduates are required to have a minimum of 6 months of full time clinical practice experience or the equivalent. Therapists applying from outside of the US, must have an international credentials evaluation sent from the Foreign Credentialing Commission on Physical Therapy. The TOEFL examination is required for all foreign applicants. Minimal score of 250 is required (computer version) or 600 (written version).

It is expected that therapists enrolled in the Transition DPT program will enter the program with an understanding of the fundamental knowledge and skills described in the *Guide to Physical Therapist Practice*. Although applicants may practice in a specialized setting, they should have at least a basic understanding of the elements of patient/client management, tests and measures, and interventions that physical therapists frequently provide across the four main practice pattern categories. As part of the application process, students will address any deficiencies with a plan for reviewing and learning this information. The program will provide applicants with recommended resources and may develop additional courses if needed.

**Transition DPT Curriculum**

		CREDITS
DPT 590	Pharmacology	1
DPT 790	Evidence-based Practice	2
DPT 795	PT Examination and Interventions	2
DPT 800	Applied Anatomy and Physiology	2
DPT 810	Advanced Diagnostics	2
DPT 820	Differential Diagnostics	2
DPT 830	Medically Complex Patient	2
DPT 850	Integration Project	3
		16

**Additional Transition DPT Information**

Prospective and current students are encouraged to review additional program information provided on the department’s web site and in the Transition DPT Student Handbook.

**Clinical Residency Program**

The St. Ambrose Orthopaedic Physical Therapy Residency Program is an APTA-credentialed post-professional clinical residency program. This program was credentialed by the Committee on Clinical Residency and Fellowship Program Credentialing of the American Physical Therapy Association (APTA) beginning on July 31, 2006, continuing for a period of five years until July 31, 2011.

The residency program is to prepare licensed physical therapists with advanced knowledge and clinical practice skills in the speciality 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.

This program is being offered as an elective to St. Ambrose DPT students. See DPT department for more details.

<b>Residency Program Curriculum</b>		CREDITS
<i>Spring</i>		
DPT 900	Radiology for the Physical Therapist	2
DPT 910	Teaching Practicum I	2
DPT 920	Adv. Musculoskeletal Therapeutics I	4
DPT 981	Clinical Residency Block I	5
DPT 982	Clinical Residency Block II	5
<i>Summer</i>		
DPT 983	Clinical Residency Block III	5
<i>Fall</i>		
DPT 915	Teaching Practicum II	2
DPT 925	Adv. Musculoskeletal Therapeutics II	4
DPT 984	Clinical Residency Block IV	5

Course Descriptions

**DPT 500. Human Gross Anatomy 5 credits**

A regional based study of the human body involving cadaver dissection. Students will apply knowledge of anatomy to clinical practice. Discussion of embryonic development and how it relates to adult anatomy will also be included. Laboratory and lecture materials will coincide. Prerequisites: BIOL 202 and 204.

**DPT 515. Professional Seminar 1 credit**

This seminar introduces resources valuable to being an effective graduate student. The course focuses on preparing the student for successful completion of the professional program with emphasis on the clinical education component. The organization and requirements for clinical education experiences are presented in depth. Pass/No Pass.

**DPT 520. Pathology and Medical Management 5 credits**

Explores 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 physiological 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 discussed. 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, neurological, gastrointestinal, and reproductive diseases.

**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 BIOL 500 (Gross Anatomy) and DPT 560 (Physical Therapy Procedures I).

**DPT 531. Functional Anatomy 1 credit**

Physical therapists utilize a range of anatomical landmarks on or adjacent to the surface of the body in order to evaluate human structure and function. These landmarks are most commonly identified through visual observation and manual palpation. Provides students with the knowledge and psychomotor skills necessary to successfully use these landmarks in clinical practice. This laboratory will be closely correlated with BIOL 500 (Gross Anatomy), DPT 530 (Kinesiology/Biomechanics), and DPT 560 (Physical Therapy Procedures I).

**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**

This course is the first of a two-course sequence presenting select physical therapy procedures. Students will gain skills necessary to perform an evaluation of a patient, and begin to develop a treatment plan. Assessment of joint range of motion, muscular strength, posture, gait, assistive devices related to gait, gait training and transfers

will be presented across the lifespan. Interpretation of information from evaluations and relationships to treatment planning will be emphasized.

**DPT 570. Physical Agents 4 credits**

Focuses on the physical and physiological basis for safe and effective use of therapeutic physical agents, including massage, mechanical compression, heat and cold, hydrotherapy, ultraviolet light, laser, biofeedback, and electricity. Theoretical models for understanding the basis for pain and tools for pain assessment are introduced. Current theories and treatment techniques for wound healing are included. Emphasis is placed on development of clinical rationales/decision making/problem solving.

**DPT 580. Clinical Education 0 credit**

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 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 582. Clinical Education 0 credit**

Second 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, 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 offering an exposure to the rural practice setting.

**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**

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 psychosocial needs will be discussed. Strategies for identification/prevention of professional/care giver burnout will be presented.

**DPT 620. Musculoskeletal Therapeutics I 5 credits**

Therapeutics course responsible for assessment and treatment of the musculoskeletal system. Impairments of the musculoskeletal system will be evaluated with regard to intervention and return to the patient's highest or desired level of function. Lifespan issues and disease will be considered in determining level of intervention and

prognosis.

**DPT 630. Neuromuscular Therapeutics 5 credits**

Focuses 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.

**DPT 635. Clinical Exercise Physiology 3 credits**

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**

Covers tests, measures and interventions used by physical therapists for patients and clients with cardiovascular and pulmonary impairments. Emphasis is placed on techniques and theory of patient management across the lifespan.

**DPT 650. Issues in Research I 3 credits**

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 scien-

tific 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**

Last in a series of courses on 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**

Introduces the entry level DPT student to the theory and practice of orthotic and prosthetic therapeutics. Appropriate anatomical and biomechanical principles as well as normal and abnormal movement will be reviewed and discussed. History, use, and function of orthotic and prosthetic devices and related therapeutic concerns will be covered. Practical experience in this area will be included in classroom labs.

**DPT 674. Integumentary Therapeutics 1 credit**

Focuses the elements of patient/client management for individuals who have integumentary issues or diagnoses. These elements include: examination (tests and 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**

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 (CI) 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 CI who is 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**

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 DPT students are required to complete a scholarly project. Students will work in groups of three or four to complete this requirement. The project will allow students to demonstrate their ability to examine a question relevant to physical therapy practice in a systematic, scholarly, and critical manner.

**DPT 720. Musculoskeletal Therapeutics II 3 credits**

Therapeutics course that specifically addresses the spine using a quadrant approach. Peripheral

joints will be reviewed as they impact the spine. Impairments, functional limitation(s), and disability related to the spine and peripheral joints (including TMJ) will be evaluated with regard to evaluation and intervention. Lifespan and cultural and gender diversity issues will be considered in determining level of intervention and prognosis. The Clinical Decision Making process is utilized both at a systems level for screening of more serious pathology and within the musculoskeletal system to determine cause and appropriate intervention for impairment(s).

**DPT 760. Physical Therapy**

**Procedures II**

**3 credits**

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**

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 CI 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 CI who is a licensed physical therapist whose facility contracts with St. Ambrose University for the purpose of providing clinical education experiences.

**DPT 781. Clinical Education**

**0 credit**

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.) The student is also expected to observe, discuss and assist the CI with examinations and interventions that have not yet been presented in class. During this eight-week experience the student will be supervised by his/her CI, a licensed physical therapist whose facility contracts with St. Ambrose University for the purpose of providing clinical education experiences.

\* Entry-level performance (as defined in the Clinical Performance Instrument): A physical therapist clinician performing at entry-level utilizes critical thinking to make independent decisions concerning patient needs and provides quality care with simple or complex patients in a variety of clinical environments. The physical therapist clinician at the professional level needs no guidance or supervision except when addressing new or complex problems.

**DPT 782. Clinical Education**

**8 credits**

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 CI (a licensed physical therapist whose facility contracts with St. Ambrose University for the purpose of providing clinical education experiences).

**DPT 784. Clinical Education**

**10 credits**

The final 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 clinical experience by his/her CI (a licensed physical therapist whose facility contracts with St. Ambrose University for the purpose of providing clinical education experiences).

**DPT 790. Evidence-based Practice 2 credits**

This course is concerned with evidence-based practice (EBP) as a framework for clinical decision-making by physical therapists. A historical overview of EBP and discussion of the evidence-based approach to clinical decision-making will be presented. Students will gain hands-on experience in utilizing both filtered and unfiltered databases of the professional literature to answer specific clinical questions. Ultimately, the strength and quality of evidence supporting the use of select physical therapy tests, measures, and interventions will be critically appraised. Prerequisites: A working knowledge of statistics and research methods/design.

**DPT 795. Physical Therapy Examination and Interventions 2 credits**

Based on the disablement model and will focus on examination and interventions used in the four physical therapy practice pattern areas (musculoskeletal, neuromuscular, cardiopulmonary and integumentary) across the lifespan. Emphasis will be placed on examination of the patients and on modes of intervention that are applicable for specific diagnostic categories. Measurement properties and the scientific evidence supporting select tests, measures and direct interventions will be emphasized through lecture and demonstration. This course will enable the practitioner to utilize and understand the *Guide to Physical Therapist Practice*.

**DPT 800. Applied Anatomy and Physiology 2 credits**

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 pharmacological intervention) influence rehabilitation. Examples will cross all major practice pattern categories (musculoskeletal, neuromuscular, cardiopulmonary, and integumentary) and the lifespan. Students will integrate this knowledge into examination, evaluation, and the development of care plans.

**DPT 810. Advanced Diagnostics 2 credits**

Describes diagnostic testing procedures used in the examination of patients with acute and chronic disorders and disease processes. An emphasis will be placed on the type of information gained in testing, the sensitivity and specificity of each test, and how test results can be used to influence the physical therapy examination, interventions, and plan of care.

**DPT 820. Differential Diagnostics 2 credits**

Enhances the student's ability to develop pattern recognition skills for conditions or 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 condition or disease drives intervention.

**DPT 830. Management of the Medically Complex Patient 2 credits**

Designed to help students perform thorough physical therapy examinations and develop effective care plans for medically complex patients. Building up on an understanding of the relevant pathophysiology, the learner will be challenged to integrate the findings of laboratory tests, diag-

nostic 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. Prerequisite: Successful completion of all prior DPT coursework.

**DPT 850. Integration Project 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**

This course will enhance the physical therapists'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. Instructor's consent required.

**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. Instructor's 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 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. Instructor's consent required.

**DPT 920. Advanced Musculoskeletal Therapy I 4 credits**

This course is the first of two courses 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 materials, 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 upper quadrant. The resident will spend 3 hours/week in a laboratory. Lab sessions will involve specific hands-on techniques related to the body region currently being covered. The resident will also lead weekly review sessions for professional students, following current DPT 720 MS II course syllabus. Instructor's consent required.

**DPT 925. Advanced Musculoskeletal**

+ = Applicable toward general education degree requirements  
WI = Writing intensive course

**Therapy II****4 credits**

This course is the second of two courses 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 materials, 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. The resident will spend 3 hours per week in lecture/discussion sessions and approximately 2–3 hours per week in laboratory. The resident will also lead weekly review sessions for professional students, following current DPT 620 MS I course syllabus. Instructor's consent required.

**DPT 981. Clinical Residency****Block I****5 credits**

This course is the first 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 28 hours per week. Of this time, 24 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 speciality 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. Instructor's consent required.

**DPT 982. Clinical Residency****Block II****5 credits**

This course is the second 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 28 hours per week. Of this time, 24 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 speciality 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. Instructor's consent required.

**DPT 983. Clinical Residency****Block III****5 credits**

This course is the third 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 28 hours per week. Of this time, 24 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 speciality 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. Instructor's 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

## Graduate Programs

for 28 hours per week. Of this time, 24 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 speciality 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. Instructor's consent required.

**PSYC 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 maldevelopment or injury to the nervous system. Correlated laboratories will introduce procedures used for the clinical examination of sensory and motor systems.



# Directories

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## *Administration*

### **President**

Sr. Joan Lescinski, CSJ, PhD  
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BA, College of Saint Rose  
BA, *ibid*  
PhD, Brown University  
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BA, Immaculate Conception Seminary College  
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ECON315	American Economic History . . . . .	HIST 359
EDUC 284	Child and Adolescent Psychology . . . . .	PSYC 284
EDUC 309	Education Psychology: Tests and Measurements. . . . .	PSYC 309
EDUC 329	Methods of Teaching Social Sciences. . . . .	HIST 395
EDUC 455	Middle School Psychology. . . . .	PSYC 555
GEOG 201	Physical Geography. . . . .	NSCI 205
ENGR 110	Engineering Graphics . . . . .	IE 110
ENGR 220	Engineering Statics . . . . .	IE 220
ENGR 302	Engineering Dynamics. . . . .	IE 302
ENGR 303	Strength of Materials. . . . .	IE 303
ENGR 310	Materials Science. . . . .	IE 310
ENGR 312	Thermodynamics. . . . .	PHYS 321, IE 312
ENGR 320	Electromagnetic Theory. . . . .	PHYS 304
HIST 245	Catholicism in America. . . . .	THEO 245
HIST 307	History of Christianity I: Early and Medieval . . . . .	THEO 307
HIST 308	History of Christianity II: Reformation and Modern . . . . .	THEO 308
HIST 359	Economic History in the U.S. . . . .	ECON 315
HIST 395	Methods of Teaching Social Studies . . . . .	EDUC 329
IE 110	Engineering Graphics . . . . .	ENGR 110
IE 220	Engineering Statics . . . . .	ENGR 220
IE 302	Engineering Dynamics. . . . .	ENGR 302
IE 303	Strength of Materials. . . . .	ENGR 303
IE 310	Materials Science. . . . .	ENGR 310
IE 312	Thermodynamics. . . . .	PHYS 321, ENGR 312
MATH 330	Numerical Analysis . . . . .	CSCI 330
MPTH 620	Music and Liturgy . . . . .	MUS 310, THEO 310
MUS 310	Music and Liturgy . . . . .	MPS 620, THEO 310
NSCI 205	Physical Geography. . . . .	GEOG 201
PHYS 304	Electromagnetic Theory. . . . .	ENGR 320
PHYS 321	Statistical Physics and Thermodynamics . . . . .	ENGR 312, IE 312
PSYC 284	Child and Adolescent Psychology . . . . .	EDUC 284
PSYC 309	Educational Psychology: Tests and Measurements . . . . .	EDUC 309
PSYC 318	Group Dynamics. . . . .	SOC 318
PSYC 555	Middle School Psychology. . . . .	EDUC 455
SOC 318	Group Dynamics. . . . .	PSYC 318
THEO 307	History of Christianity I: Early and Medieval . . . . .	HIST 307
THEO 308	History of Christianity II: Reformation and Modern . . . . .	HIST 308
THEO 245	Catholicism in America. . . . .	HIST 245

Course Codes

The following codes are used on student records:

ACCT	Accounting	MBA	Master In Business Administration
ART	Art	MCJ	Master Of Criminal Justice
ASTR	Astronomy	MED	Master of Education
BIOL	Biology	MGMT	Management
BUS	Business	MKTG	Marketing
CATH	Catholic Studies	MOL	Master of Organizational Leadership
CHEM	Chemistry	MOT	Master of Occupational Therapy
CIS	Computer Information Systems	MPTH	Master of Pastoral Theology
CNA	Computer Network Administration	MSITM	Master of Science in Information Technology Management
COMM	Communication	MSN	Master Science in Nursing
COOP	Cooperative Education	MSW	Master of Social Work
CRJU	Criminal Justice	MUS	Music
CSCI	Computer Science	NSS	New Student Seminar
DBA	Doctor of Business Administration	NSCI	Natural Science
DPT	Doctor of Physical Therapy	NURS	Nursing
ECE	Early Childhood Education	PADM	Public Administration
ECON	Economics	PHARM	Pharmacology
ECSE	Early Childhood Special Education	PHIL	Philosophy
EDAD	Education Administration	PHYS	Physics
EDUC	Education	PSCI	Political Science and Leadership Studies
ENGL	English	PSYC	Psychology
ENGR	Engineering	SOC	Sociology
FNCE	Finance	SPAN	Spanish
FREN	French	SPED	Special Education
GEOG	Geography	STBE	Statistics for Business and Economics
GERM	German	STAT	Statistics
GREE	Greek	SVLN	Service Learning
HIST	History	WMST	Women's Studies
HS	Health Science		
IE	Industrial Engineering		
IL	Information Literacy		
INTL	International Business		
IS	Languages and International Studies		
KIN	Kinesiology		
LAT	Latin		
LS	Learning Skills-Reading		
MAC	Master Of Accounting		
MATH	Mathematics		



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