



# StAmbrose University

St. Ambrose University • 518 West Locust • Davenport, Iowa 52803  
Admissions • 563-333-6300 or 800-383-2627 • [admit@sau.edu](mailto:admit@sau.edu)  
[www.sau.edu](http://www.sau.edu)

## Table of Contents

### General Information

About the Catalog.....	4
Recognition .....	4
Mission of St. Ambrose University .....	4
Core Mission Values and Guiding Principles .....	4
History of St. Ambrose University .....	5
The St. Ambrose Campus.....	5
Policy on Access to Student Information .....	6
Non-Discrimination Policy.....	6
Endowed Chairs .....	6
St. Ambrose University Calendar .....	7
Student Life and Support Services.....	8
Academic Advising .....	8
Accessibility Resource Center.....	8
Athletics .....	8
Bookstore .....	8
Campus Ministry .....	8
Campus Activities Board.....	8
Career Development Center .....	8
Children’s Campus Child Care Center .....	8
Counseling Center .....	9
Food Service.....	9
Graduate Student Government Association.....	9
Health Services.....	9
International Student Services .....	9
Library.....	9
Mentor Program .....	9
New Student Seminar .....	9
Performing Arts Series .....	9
Residence Life.....	9
Security .....	9
Student Activities .....	10
Student Affairs .....	10
Student Government Association .....	10
Student Success Center and Tutoring .....	10
Veterans Recruitment and Services .....	10
Wellness and Recreation .....	10
Admissions	
Undergraduate Admission Requirements .....	10
First Year Student.....	10
Transfer Student .....	11
Home School Student.....	11
Admission with a GED Test Certificate .....	11
Non-Degree Seeking Student .....	11
Post-Degree Seeking Student .....	11
Re-Admit Student.....	11
International Students .....	11
Application Procedures .....	12
ACCEL–Accelerated Program for Adults .....	12
Finance	
Procedures for Financial Aid & Scholarship Applicants .....	12
Scholarships .....	12
Loans .....	13
Grants .....	13
University Employment.....	13
Satisfactory Academic Progress .....	13
Withdrawing from the University.....	14
Title IV Aid Refund Policy .....	14

Official Withdrawal Example .....	15
Title IV Grant Overpayment .....	15
Post Withdrawal Disbursement.....	15
Expenses	
Tuition.....	15
Board.....	16
Room.....	16
Special Expenses.....	16
Course Fees.....	16
Refunds .....	17
Resident Students.....	17
Retired Learners.....	17
Degree Information	
Degrees .....	17
Degree Requirements.....	18
Bachelor of:	
Arts .....	18
Science.....	19
Science in Industrial Engineering .....	19
Science in Mechanical Engineering .....	20
Science in Nursing .....	20
Music Education .....	20
Applied Management Studies .....	20
Business Administration .....	20
Special Studies .....	20
Double Degree Policy .....	20
Exceptions to Degree Requirements.....	20
Courses that Meet the General Education Requirements.....	20
Creative Arts .....	21
Humanities .....	21
Natural Sciences.....	22
Social Sciences .....	22
Academic Information	
Assessment.....	23
Policies on Credit by Transfer and Exams .....	23
Transfer Work.....	23
Non-Traditional Credit.....	24
Advanced Placement Program (AP) .....	24
Cambridge Exam (A-level) .....	24
College-Level Examination Program (CLEP).....	24
International Baccalaureate Program (IB) .....	24
Military Experience/Training School.....	24
Prior Experiential Learning.....	24
Classification of Undergraduate Students .....	24
Statement of Major.....	24
Double Majors Policy.....	25
Minor .....	25
Concentration .....	25
Certificate.....	25
Application for Graduation .....	25
Undergraduate Graduation Honors.....	25
Course Numbers.....	26
Undergraduate Class Load .....	26
Graduate Class Load .....	26
Credit Hour Policy .....	26
Undergraduate Grading System .....	26
Graduate Grading System .....	27
Grade Quality Points .....	27
Grade Appeal Policy .....	27
Dean’s List .....	28

Pass/No Pass Option .....	28	Spanish .....	52
Auditing.....	29	Music .....	52
Retaking a Course.....	29	Nursing (BSN) .....	53
Second-Grade Option .....	29	Philosophy .....	55
Change of Registration .....	29	Political Science and Leadership Studies.....	55
Withdrawal from the University .....	29	Psychology.....	56
Satisfactory Progress, Probation and Dismissal .....	29	Sales.....	57
Policy on Academic Integrity .....	30	Sociology and Criminal Justice.....	58
Forms of Academic Misconduct.....	30	Special Studies .....	58
Procedures for Alleged Academic Misconduct .....	31	Theatre .....	59
Potential Consequences of Academic Misconduct.....	31	Theology.....	59
Transcripts .....	32	Women and Gender Studies.....	59
Transfer Credits .....	32	Undergraduate Course Descriptions.....	61-127
St. Ambrose University Organization.....	32	Graduate Program Requirements	
Interdisciplinary Minors .....	32	Masters Programs:	
Concentrations.....	32	Accounting.....	128
Certificates .....	33	Business Administration .....	129
Study Abroad Programs .....	33	Criminal Justice .....	130
Undergraduate Program Requirements		Early Childhood Education.....	132
Accounting.....	34	Education in Educational Administration .....	132
Applied Management Studies.....	34	Exercise Physiology.....	133
Art .....	34	Organizational Leadership .....	133
Art History .....	35	Pastoral Theology .....	135
Biology.....	35	Physician Assistant Studies.....	136
Business Administration (Accelerated Program).....	36	Public Health.....	137
Business Education.....	36	Science in Information Technology Management.....	139
Chemistry .....	36	Science in Speech-Language Pathology.....	140
Communication .....	37	Social Work .....	142
Computer and Information Sciences .....	37	Graduate Course Descriptions.....	147-170
Data Science and Analytics .....	38	Doctoral Programs Requirements:	
Education, School of .....	38	Business Administration .....	171
Engineering and Physics.....	41	Occupational Therapy .....	171
Industrial Engineering.....	41	Physical Therapy Department	
Mechanical Engineering.....	42	Doctor of Physical Therapy .....	175
Dual Industrial/Mechanical Engineering.....	43	Orthopaedic Clinical Residency Program .....	181
English.....	43	Doctoral Course Descriptions .....	183-190
Economics .....	44		
Finance .....	44		
History.....	44		
Honors Program .....	45		
Integrative Studies.....	45		
Interdisciplinary Minors			
Catholic Studies .....	46		
Classical Studies .....	47		
Environmental Studies .....	47		
French Studies.....	47		
German Studies .....	47		
Global Business.....	47		
Hispanic Studies.....	47		
Justice and Peace.....	48		
Leadership.....	48		
Pre-Law Studies .....	48		
Women and Gender Studies .....	48		
International Studies.....	49		
Kinesiology .....	49		
Management .....	50		
Marketing .....	50		
Mathematics and Statistics .....	50		
Modern Languages and Cultures			
French Studies.....	51		

## General Information

St. Ambrose University is an independent, coeducational Catholic university offering four-year undergraduate programs in liberal arts, pre-professional and career-oriented programs, as well as Masters and Doctoral programs.

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

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

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

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

## About the Catalog

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

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

## Recognition

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

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

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

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

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

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

## Mission of St. Ambrose University

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

## Core Mission Values and Guiding Principles

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

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

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

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

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

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

## History of St. Ambrose University

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

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

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

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

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

## The St. Ambrose Campus

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

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

The first free-standing building on campus apart from Ambrose Hall was Davis Hall (built in 1922). Today the enlarged and remodeled structure is used as a female-only residence hall.

The Lewis Memorial Science Hall (1930), 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. Its labs underwent renovation and expansion in 1991 and 2013.

The Library (1996) is a resource for St. Ambrose and the Quad Cities community. The four-story building houses books, periodicals, and audio-visual materials. There are group and individual study rooms, a media program room, and media production areas. Desktop computers are provided on the first floor with several study kiosks equipped with power and internet outlets. A listing of Library services is available at [www.sau.edu/library](http://www.sau.edu/library).

McMullen Hall (1941) houses classrooms, a multimedia computerized language laboratory, multimedia classrooms, and faculty offices. It was renovated in 1997.

Christ the King Chapel (1952) seats 500 and is adjacent to Hayes Hall (1967) which contains classrooms, offices, and Campus Ministry. The chapel was renovated in 2006.

The Frank and Dorothy "Jane" Folwell Center for Political Sciences, Pre-Law and Leadership Studies is located adjacent and south of the Rogalski Center. It has a meeting room and classroom space as well as faculty offices for the Political Science and Leadership Studies Department.

With the exception of Davis Hall, 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 (1961), Bechtel Hall (2004), Franklin Hall (2005), and the six-story Cosgrove Hall (1969) which contains the Arnold Meyer Student Lounge, Student Disability Services, *The Buzz* student newspaper, and a computer center. A faculty/staff lounge and campus dining room are on the first floor with four residential floors above.

Our preferred (for junior and senior students) residential housing facilities include four Townhouses (1990), Tiedemann Hall (1996), Hagen Hall (2000), McCarthy Hall (2008), and North Hall (2012). The Townhouses have 8 students per unit. Tiedemann Hall offers four-person apartment style housing. Hagen Hall offers four-person and six-person apartment style housing all with single bedrooms. McCarthy Hall provides four-person apartment style housing and is a dual-purpose building with the top three floors as residential living and bottom two floors as academic space. North Hall provides four floors of suite- and apartment-style living with lounges on each floor. It also provides a unique academic-themed housing option.

The Paul V. Galvin Fine Arts and Communications Center (1971) houses the departments of art, music, theatre, and communication, in addition to the campus radio station KALA-FM and SAUtv studio. It also has two performance stages: Allaert Auditorium with 1,200 seats and the Studio Theatre with 50 seats

The Center for Health Sciences Education at Genesis opened in 2010 and was expanded in 2014 with the Roy J. and Lucille A. Carver Wing. This 53,000-square-foot building houses the Nursing, Occupational Therapy, Physician Assistant Studies, and Physical Therapy departments. The center includes state-of-the-art classrooms; teaching space that simulates home health, hospital, and outpatient clinic environments; computer lab; clinical labs; library; lecture hall; and student commons.

The Wellness and Recreation Center (2017) includes Lee Lohman Arena and houses 80,000 square-feet of: classrooms; coaching/faculty offices; multiple courts; 200-meter track; weight/exercise rooms; club room; and exercise physiology lab.

The Ambrose Dome, a 67,000-square-foot, air-supported facility at 5003 Brady Street, provides indoor practice and recreation space for athletic teams, intramural, and club sports.

The St. Vincent Center (SVC) Athletic Complex (2016), 620 W. Central Park, includes competition and practice fields for soccer, softball, lacrosse, and JV football.

The Rogalski Center (2004) offers extensive space for student organizations, a Post Office, Career Development Center, Health Services, Student Activities, Student Affairs, Security, Campus Recreation, campus Bookstore, conference room, ballroom with seating for 600, and food court.

The North Davenport Education Center at 1950 E. 54th St. houses offices and classrooms for the School of Social Work, Master of Business Administration, Master of Organizational Leadership, and Professional Development.

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

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

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

A student’s FERPA rights begin once a student registers with SAU, regardless of age.

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

## **Non-Discrimination Policy**

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

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

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

## **Endowed Chairs**

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

### **Hauber Chair of Biology**

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

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

### **Baecke Chair of Humanities**

The Albert and Rachel Baecke Chair of Humanities was endowed in 1981 by a sizable gift of stock shares to St. Ambrose from the Baeckes, former residents of East Moline, Illinois.

The Baecke Chair, which rotates among 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 Spring 1986 to address religious concerns.

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

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

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

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

### **Folwell Chair in Political Science and Pre-Law**

The Folwell Chair was the first academic chair established at SAU (2001) and honors the teachings and life of SAU’s namesake. It promotes political science and pre-law studies, including the annual Folwell Lecture.

## St. Ambrose University Calendar

### Fall Semester 2017

- Aug. 20 Residence halls open
- Aug. 21 Evening Classes Begin *\*Classes after 5:30 p.m.*
- Aug. 23 Daytime Classes Begin
- Aug. 29 Last day to add a class
- Sept. 4 Labor Day—No classes, Offices closed
- Sept. 6 Last day to drop a course with no indication on transcripts
- Sept. 18 Official census report date
- Sept. 26 Early Alert (100/200 level) grades due
- Sept. 29 Last day to drop accelerated classes (1<sup>st</sup> 8 weeks)
- Oct. 13 Midterm Break—No classes, Offices open
- Oct. 16 Second half of semester classes being
- Oct. 17 Last day to apply for winter graduation
- Oct. 20 Grades due for accelerated classes (1<sup>st</sup> 8 weeks)
- Oct. 30 Last day to finish Incomplete (*I*) grade from last term
- Nov. 1 Last day to drop classes with a *W* grade
- Nov. 6 Registration for spring term begins
- Nov. 15 Last day to drop classes with *WP* or *WF* notation or withdraw from the university
- Nov. 22 Thanksgiving break—No classes  
Offices open Monday & Tuesday
- Dec. 1 Last day to drop accelerated classes (2<sup>nd</sup> 8 weeks)
- Dec. 11 Final exam week through Dec. 15
- Dec. 15 Residence Halls Close at 7 p.m.
- Dec. 16 Commencement exercises
- Dec. 19 Semester Grades due at noon

### Spring Semester 2018

- Jan. 14 Residence halls open
- Jan. 15 Martin Luther King Day—No classes, offices closed
- Jan. 16 Evening Classes Begin *\*Classes after 5:30 p.m.*
- Jan. 17 Daytime Classes Begin
- Jan. 23 Last day to add classes
- Jan. 31 Last day to drop a course with no indication on transcripts
- Feb. 12 Official census report date
- Feb. 20 Early Alert (100/200 level) grades due
- Feb. 23 Last day to drop accelerated classes (1<sup>st</sup> 8 weeks)
- Mar. 12 Spring Break begins—No classes, Offices open
- Mar. 19 Second half of semester classes begin
- Mar. 20 Last day to apply for spring graduation
- Mar. 23 Grades due for accelerated classes (1<sup>st</sup> 8 weeks)
- Mar. 30 Good Friday—No classes, offices closed
- Apr. 2 Last day to finish Incomplete (*I*) grade from last term
- Apr. 2 Easter Monday—No day classes; Offices open; *\*Classes after 5:30 p.m. in session*
- Apr. 4 Last day to drop classes with a *W* grade
- Apr. 9 Registration for fall semester begins
- Apr. 18 Last day to drop classes with *WP* or *WF* notation or withdraw from the university
- May 7 Final exam week through May 11
- May 11 Residence Halls Close at 7 p.m.
- May 12 Commencement exercises
- May 15 Semester Grades due at noon

### Summer 2018

- May 14 — August 12
- May 28 Memorial Day—No classes, offices closed
- July 4 Independence Day—No classes; Offices closed
- Aug. 11 Summer degrees conferred – no ceremony

### Fall Semester 2018

- Aug. 19 Residence halls open
- Aug. 20 Evening Classes Begin *\*Classes after 5:30 p.m.*
- Aug. 22 Daytime Classes Begin
- Aug. 28 Last day to add a class
- Sept. 3 Labor Day—No classes, Offices closed
- Sept. 5 Last day to drop a course with no indication on transcripts
- Sept. 17 Official census report date
- Sept. 25 Early Alert (100/200 level) grades due
- Sept. 28 Last day to drop accelerated classes (1<sup>st</sup> 8 weeks)
- Oct. 12 Midterm Break—No classes, Offices open
- Oct. 15 Second half of semester classes begin
- Oct. 16 Last day to apply for winter graduation
- Oct. 19 Grades due for accelerated classes (1<sup>st</sup> 8 weeks)
- Oct. 29 Last day to finish Incomplete (*I*) grade from last term
- Nov. 31 Last day to drop classes with a *W* grade
- Nov. 5 Registration for spring term begins
- Nov. 14 Last day to drop classes with *WP* or *WF* notation or withdraw from the university
- Nov. 19 Thanksgiving break—No classes;  
Offices open Monday & Tuesday
- Nov. 30 Last day to drop accelerated classes (2<sup>nd</sup> 8 weeks)
- Dec. 10 Final exam week through Dec. 14
- Dec. 14 Residence Halls close at 7 p.m.
- Dec. 15 Commencement exercises
- Dec. 18 Semester Grades due at noon

### Spring Semester 2019

- Jan. 13 Residence halls open
- Jan. 14 Evening Classes Begin *\*Classes after 5:30 p.m.*
- Jan. 16 Daytime Classes Begin
- Jan. 21 Martin Luther King Day—No classes, offices closed
- Jan. 22 Last day to add classes
- Jan. 30 Last day to drop a course with no indication on transcripts
- Feb. 11 Official census report date
- Feb. 19 Early Alert (100/200 level) grades due
- Feb. 22 Last day to drop accelerated classes (1<sup>st</sup> 8 weeks)
- Mar. 11 Spring Break begins—No classes, Offices open
- Mar. 18 Second half of semester classes begin
- Mar. 19 Last day to apply for spring graduation
- Mar. 22 Grades due for accelerated classes (1<sup>st</sup> 8 weeks)
- Apr. 1 Last day to finish Incomplete (*I*) grade from last term
- Apr. 3 Last day to drop classes with a *W* grade
- Apr. 8 Registration for fall semester begins
- Apr. 17 Last day to drop classes with *WP* or *WF* notation or withdraw from the university
- Apr. 19 Good Friday—No classes, offices closed
- Apr. 22 Easter Monday—No day classes; Offices open; *\*Classes after 5:30 p.m. in session*
- Apr. 26 Last day to drop accelerated classes (2<sup>nd</sup> 8 weeks)
- May 6 Final exam week through May 10
- May 10 Residence Halls close at 7 p.m.
- May 11 Commencement exercises
- May 14 Semester Grades due at noon

### Summer 2019

- May 13 — August 11
- May 27 Memorial Day—No classes, offices closed
- July 4 Independence Day—No classes; Offices closed
- Aug. 10 Summer degrees conferred – no ceremony

## Student Life and Support Services

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

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

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

### Accessibility Resource Center

The Accessibility Resource Center (ARC), formerly known as Student Disability Services, exists to provide qualified students with disabilities reasonable accommodations or academic modifications or adjustments intended to reduce the effects that a disability may have on their performance in a traditional academic setting. A student who wants to request an accommodation or academic modification or adjustment must contact the ARC Office and identify him or herself as having a disability.

The disclosure of a student's disability is voluntary, but if the student does not disclose the disability, St. Ambrose University cannot determine which accommodations, academic modifications or adjustments may be appropriate. After a student discloses a disability, the ARC Office will engage in an interactive process with the student to determine if the student has a "disability" as defined by applicable laws and regulations, and, if the student meets that requirement, which accommodation(s) or academic modification(s) or adjustment(s) are appropriate. Students are not guaranteed a specific form of accommodation, academic adjustment or modification.

The student will be required to submit documentation of disability to verify eligibility under the Americans with Disabilities Act Amendments Act (ADAAA), Section 504 of the Rehabilitation Act of 1973, and policies outlined by the ARC office. The diagnostic report or supporting documentation must document a "disability" as defined by applicable laws and regulations.

## Athletics

St. Ambrose is a member of the National Association of Intercollegiate Athletics (NAIA). The athletic program is widely varied, with a total of 28 varsity intercollegiate athletic programs. It sponsors men's teams in athletic bands, baseball, basketball, bowling, cheerleading, cross country, football, golf, lacrosse, soccer, swimming and diving, tennis, track and field (indoor and outdoor), and volleyball, and women's teams in athletic bands, basketball, bowling, cheerleading, cross country, dance, golf, lacrosse, soccer, softball, swimming and diving, tennis, track and field (indoor and outdoor), and volleyball.

Student-athletes compete and practice at various facilities including the Ambrose Dome, Brady Street Stadium, Central High School Pool, St. Vincent Center Athletic Complex, and Wellness and Recreation Center.

### Bookstore

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

### Campus Ministry

Keeping with the rich Catholic heritage and ecumenical spirit of St. Ambrose University, our Campus Ministry staff works to ensure that many opportunities for spiritual growth are available to all our students. The Campus Ministry staff includes a priest chaplain and other lay ministers who are available for service activities, ministry development, and religious and pastoral counseling. Mass is celebrated Monday through Friday during the academic year. Sunday masses are at 10:30 a.m. and 6:30 p.m. in Christ the King Chapel. Campus Ministry also emails a weekly bulletin to students, faculty, and staff to encourage participation in its mission of faith learning justice.

### Campus Activities Board

The Campus Activities Board (CAB) is a student group that provides cultural, educational, and social events for the campus community. It is comprised of 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.

### Career Development Center

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

### Children's Campus Child Care Center

The University's licensed and NAEYC-accredited Children's Campus, 1301 W. Lombard St., provides child care for children between 6 weeks-old and 6 years-old. It also serves as a



practicum site for students studying early childhood education. The Children's Campus is open to students, faculty, staff, and the community. Enrollment fees vary.

## **Counseling Center**

The Counseling Center is located on the second floor of the Rogalski Center and 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 free and confidential.

## **Food Service**

Food service in Cosgrove Hall includes the Campus Dining Room. A food court is located in the Rogalski Center and the Center for Health Sciences Education. A coffee shop is located in the Beehive.

## **Graduate Student Government Association**

All registered graduate students are eligible to serve in the Graduate Student Government Association (GSGA). The GSGA exists to support and enrich the academic experience and environment for all graduate programs. It organizes and promotes opportunities for professional development, networking between graduate students and businesses, mentoring to undergraduate students, and community service or political opportunities. The GSGA elects officers and meets monthly to represent student concerns, plan student activities, and provide certain services to the graduate students not otherwise provided by the University administration and staff.

## **Health Services**

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

## **International Student Services**

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

## **Library**

The Library provides study space for students and houses thousands of volumes which includes more than 10,000 electronic books. There are over 500 current periodical subscriptions, a media collection of audio and DVDs, and a rare book and special collections room.

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

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

## **Mentor Program**

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

## **New Student Seminar**

New Student Seminar is a one-credit orientation course for First Year students. It helps students with the transition to St. Ambrose and to college in general, and includes topics such as time management, study strategies, personal development, career orientation and library orientation. Seminar instructors serve as mentors to the students in their classes. More than 80 percent of First Year students take the class.

## **Performing Arts Series**

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

## **Residence Life**

Located on the second floor of the Rogalski Center, the Office of Residence Life exists as an integral part of the educational programs and academic support at St. Ambrose. To assist with meeting these goals, resident advisors (RAs) serve as live-in student advisors who are trained to assist with problems. In addition, RAs develop activities and create a sense of community on each floor.

## **Security**

Campus 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 provides escorts to students, faculty, and staff 24/7. In addition, "rounds" are performed on and around campus

to check for safety and potential fire hazards. Comprised of student patrols, full-time staff and Davenport Police Officers, the Security staff maintains a 24-hour security desk. During evening hours, the staff maintains desks in Bechtel, Cosgrove, Davis, Franklin, Rohlman, McCarthy, North Hall, and the link section of Hagen and Tiedemann Halls.

## Student Activities

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

## Student Affairs

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

## 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 and provides for and promotes matters of student interest. SGA officers and student representatives serve on most University committees. The SGA president also serves as a non-voting member on the Board of Trustees.

## Student Success Center and Tutoring

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 taught in cooperation with the English Department; ELL for students whose first language is not English; 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.

## Veterans Recruitment and Services

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

## Wellness and Recreation

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

## Admissions

### Undergraduate Admission Requirements

#### Admission as a First Year Student

##### A. Full Admission

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

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

##### AND EITHER

- B. Have a composite score of 20 or above on the American College Testing program (ACT) or a 1030 or above on the Scholastic Aptitude Test (SAT) of the College Board. Students who graduated from high school five or more years ago do not need to supply ACT or SAT scores.

##### OR

- C. Have an ACT composite score of 18 or 19 (or an SAT score between 950 and 990).
- D. Students are encouraged to enroll in a college preparatory curriculum while in high school, including 4 years of study of English, 3 years in mathematics, 3 years in science, 3 years in social studies, and 3 years in a single foreign language.

##### B. Provisional Admission

Students who are ineligible for full admission because they do not meet the above standards may be admitted on a provisional basis. The academic progress of provisional students is monitored each semester by the Board of Studies. 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 950 on the SAT.

### **C. Petition Process**

Applicants who don't meet the minimum criteria for either category above may petition the Admissions Standards Committee. More information on this process is available from the Admissions Office.

### **D. Health History**

All undergraduate students are required to have on file in the Health Services Office a properly completed health form. This information is confidential and is available only to the Director of Health Services. Release of any health information requires the student's signature. Health history forms are available on the Health Services website, [www.sau.edu/HealthServices](http://www.sau.edu/HealthServices).

## **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 completed 12 college transferable credits of academic work from a fully accredited institution of higher education.
2. Maintained a 2.0 cumulative grade point average or above (on a 4.0 scale). Students must submit transcripts of all prior work on higher education levels. With less 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 Standards 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 have on file in the Health Services Office a properly completed health form. This information is confidential and is available only to the Director of Health Services. Release of any health information requires the student's signature. Health history forms are available on the Health Services website, [www.sau.edu/HealthServices](http://www.sau.edu/HealthServices).

## **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 950. Students who have been out of high school (or equivalent) at least five years do not need SAT or ACT scores.

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

Prospective students who do not have a high school diploma are required to receive a passing score on the General Education Development Test (GED) and to have earned an ACT composite score of 18 or an SAT score of 950. Students who have been out of high school (or equivalent) at least five years do not need

ACT/SAT scores. There is no numeric score for GED. St. Ambrose, therefore, requires a score of "Pass."

## **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 they are 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 Office of the Registrar. Twelve hours of non-degree seeking work may be applied towards a degree.

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

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

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

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

Student reapplications may also be subject to review by the Dean of Students office. Therefore, all re-admittance applications will be viewed as a request for reinstatement and not a guarantee that the decision will be approved.

## **International Students**

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

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

English as a Second Language (ESL) program. Additional requirements may exist for individual programs.

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

### Application Procedures

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

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

### ACCEL — Accelerated Program for Adults

The ACCEL Program offers students the opportunity to earn one of the following degrees in an accelerated format:

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

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

In addition to the admissions requirements above, students may also be required to have the following credentials for

admission to the following programs - an Associate of Applied Science (AAS) degree for admission to the Bachelor of Applied Management Studies, a licensure or certification in an allied health care profession for admission to the Bachelor of Special Studies, and an active RN licensure for the RN to BSN program.

### Admission Information:

- Contact the ACCEL Office, 563-333-5700
- Submit the application for admission.
- Request transcripts from high school and all other institutions attended.
- Complete placement test, if needed.
- Website: [www.sau.edu/ACCEL](http://www.sau.edu/ACCEL)

## Finance

### Procedures for Financial Aid and Scholarship Applicants

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

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

For Iowa residents, this information will be released to the Iowa College Student Aid Commission and should reach the processor prior to July 1. Only students who submit this form on time are considered for Iowa Tuition Grant. Iowa Tuition Grant is free money from the State of Iowa that does not have to be paid back. For more information about the Iowa Tuition Grant, please see [www.iowacollegeaid.gov](http://www.iowacollegeaid.gov).

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

## Scholarships

### General

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

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

### Requirements

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

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

## Loans

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

### Federal Direct Stafford Loans

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

### Federal Direct Plus Loan

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

Students who need loan money to pay other education related expenses should be aware of the time factor involved in the receipt of funds. It is imperative to file for financial aid and send all needed documents in a timely manner. For more information or to apply, please go to [www.sau.edu/FinancialAid](http://www.sau.edu/FinancialAid).

### Perkins Loans

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

## Grants

### Alumni

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

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

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

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

### Institutional Grants

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

## Iowa Tuition Grant Program

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

## Supplement Educational Opportunity Grant

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

## Pell Grant Program

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

## Work-Study Program

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

## University Employment

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

## Satisfactory Academic Progress

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

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

### Attempted hours include:

- Incompletes: which are treated as Fs
- Course repetitions: when a course is repeated, the most recent grade will be used in the calculation of GPA but the credits are counted as attempted for each course taken; and remedial coursework. Credits are counted even if financial aid was not being received at the time. The 67% completion rate ensures that a student will complete their degree within the maximum time frame allowed, and still be eligible for Federal student aid, which is 180 credits. Federal aid eligibility ends at 180 credits if they have not earned their first bachelor's degree. This does not guarantee receipt of institutional scholarships.
- Note - academic scholarships require a minimum GPA of 2.0 at all times and premier academic scholarships (Ambrose, Honors, and Presidential scholars) require a

minimum GPA of 3.25 at all times and eligibility lasts up to four academic years.

- All transfer credits accepted and applied towards an SAU degree plan are counted at 100% completed. A maximum of 90 credits will be counted for a student enrolling who has a prior bachelor's degree. We do not count transfer GPA in our calculation.
- If a student changes majors, all credits attempted at the University are counted towards SAP.

### **Graduate Students:**

Most Graduate students are required to maintain a 3.0 GPA by their respective departments. 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. This equates to no more than 2 C grades, which are then offset by 2 A grades. Students will be monitored both by the Financial Aid Office and by their departments.

### **Appeal Process:**

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

A student may appeal the financial aid suspension by submitting a letter, along with the SAP Appeal Form, to the SAP Appeals Committee, comprised of Financial Aid Office staff members. The letter must include an explanation as to why Satisfactory Progress was not maintained and what has changed that will allow the student to make SAP at the next evaluation at the end of the upcoming term. Documentation to support the appeal must accompany the letter and SAP Appeal Form. Appeals will be considered for pertinent situations that were beyond the student's control. For example, a health issue that prohibited class attendance or a documented, work-related interruption. Please contact the Financial Aid Office for further guidance at 563-333-6314.

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

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

## **Withdrawing from the University**

Important considerations before dropping a class or withdrawing from school:

- Students should consider consulting with an advisor or counselor.

- Students should consider a possible reduction of financial aid.

To initiate the withdrawal process, a student must contact the Office of the Registrar to complete the Official Withdraw form.

Student refunds are computed by using:

1. The date the Office of the Registrar receives a formal drop form from the student or
2. The date the Office of the Registrar receives a phone call from the student requesting a drop.

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

## **Title IV Aid Refund Policy**

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

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

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

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

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

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

## Official Withdrawal 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 \$1,261. Joe completed only 11 days of the semester or 10 percent of the payment period. Joe was assessed \$951 in tuition and fees.

### Amount and Order of Return

The school must return the lesser of:

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

Amount the student returns:

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

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

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

## Title IV Grant Overpayment

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

## Post Withdrawal Disbursement

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

## Expenses

The following expenses are for the 2017-18 academic year. Charges are listed on a per semester basis. Payment of the charges, or financial arrangements for payment, is necessary two weeks before the semester begins. Tuition charges are standardized, and students will have no additional fees except those listed under special expenses. Fees are subject to change.

## Tuition

These rates are for the 2017–18 academic year.

### Undergraduate

Part-time: 1–11 semester credits, per semester credit: \$915  
Full-time: 12–18 semester credits, per year: \$29,736  
Other: 19 or more semester credits, per semester credit: \$915

### ACCEL

Part-time: 1–11 semester credits

Any class, 8 weeks or less: \$547/credit

Any class, 9 weeks or more: \$915/credit

Full-time: 12–18 semester credits: \$14,868

If you take any additional credit hours about the 18 credit hour maximum, those credits will carry the per credit hour rate as described above.

### Graduate & Doctoral

See below for other graduate program tuition rates.

- **Accounting:** per semester credit: \$915
- **Business Administration:** per semester credit: \$860 (in class); \$819 (online)
- **Criminal Justice:** per semester credit: \$915 (Davenport and online)
- **Early Childhood Education:** per semester credit: \$582
- **Educational Administration:** per semester credit: \$547
- **Exercise Physiology:** per semester credit: \$700
- **Information Technology Management:** per semester credit: \$915
- **Organizational Leadership:** per semester credit: \$860 (Davenport); \$714 (Cedar Rapids)
- **Pastoral Theology:** per semester credit: \$569
- **Physician Assistant Studies:** per semester: \$11,620 (beginning Summer 2017 cohort)
- **Social Work:** per semester credit: \$915
- **Speech-Language Pathology**  
Students should contact the MSLP Program directly for information on the One Price Tuition Plan.
- **Doctor of Business Administration** per semester credit: \$1,043
- **Doctor of Occupational Therapy:** One Price Tuition Plan  
Contact the OTD Program with questions about the current One-Price Tuition Plan rate and details. Policies and published fees are subject to change.  
The One Price Plan ensures tuition costs remain at one rate throughout the normal course of full time graduate study — making financial planning easier.  
The plan includes all tuition, course fees, liability insurance, technology fees, graduation fees, parking fees, and a number of other costs incurred by occupational therapy students (such as CPR training, TB tests, and background checks required for fieldwork experiences).  
The plan does not cover room and board, textbooks and other materials, clinical education costs, health and accident insurance required for clinical experiences, student membership dues, or cap and gown purchase.

## • Doctor of Physical Therapy

Students should contact the DPT Program directly for information about the modified one price plan.

This set price includes all tuition, course fees, liability insurance, technology fees, graduation application fees and a physical therapist tool kit that is used throughout the curriculum.

While this plan covers the major expenses of the DPT Program, there are additional costs not included in this amount. These items are not included because they may vary based on the student's prior training, clinical site placement and decisions on what course supplies to purchase.

These additional costs include the following: All housing and living related expenses, books and optional course supplies, parking fees, CPR Certification, background checks required for clinical education, immunizations for clinical education, travel and housing during clinical education, and graduation regalia.

## Board

These rates are for the 2017-18 academic year. Students who live on campus are required to choose a meal plan.

One of five meal plan options is required of all resident students per semester:

- 7 meal plan + \$100 spending/semester: \$1,505
- 10 meal plan + \$100 spending/semester: \$1,830
- 14 meal plan + \$100 spending/semester: \$2,025
- 19 meal plan + \$100 spending/semester: \$2,190
- Flex 160 + \$100 spending/semester: \$2,100

## Room

These rates are for 2017-18 academic year. Room charges are listed on a per semester basis.

## Traditional Hall

- Traditional double (Davis, Hayes, Davis single): \$2,310
- Traditional double (Cosgrove): \$2,810
- Traditional double (Bechtel, Franklin, North, Rohlman): \$3,220

## Preferred Housing

- Preferred double (house): \$3,600
- Preferred double (Tiedemann, townhouse, McCarthy): \$3,700
- Preferred single (North): \$3,830
- Preferred single (Hagen): \$4,010

## Super Single\*

*For students who want to be the sole occupant in a double room*

- Davis (traditional): \$3,005
- Cosgrove (traditional): \$3,505
- Bechtel, Franklin, North, Rohlman (traditional): \$3,915
- Tiedemann, Townhouses, McCarthy (preferred): \$4,625

\*When available.

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

**Housing Deposit:** \$250

## Special Expenses

- Application Fee: free when completed online
- Assessment of prior experiential learning through individually designed methods
  - Fee for portfolio submission: \$180
  - Fee per credit awarded: \$30
- College-Level Examination Program (CLEP)
  - Fee per credit awarded: \$20
- DPT Admission Fees
  - Acceptance fee: \$200
- Graduation Fee: \$35
- Late Payment Fees: Varies
- Printing Fee, full time, per semester: \$25
- Printing Fee, part time, per semester: \$15
- Matriculation Registration Fee
  - Graduate Student: \$10
  - Undergraduate Student: \$75 (payable once at time of first registration)
- Student Parking:
  - Zone 1: \$120/year or \$60/semester
  - Zone 2: \$60/year or \$30/semester
- Orientation Fee: \$100
- Retired Learner Audit Fee: \$50 (Per class; limit 2 per semester)
- Special Examination Fee
  - Each credit awarded: \$30
  - Each examination taken: \$60
- Technology Fee, full time, per semester: \$140
- Technology Fee, part time, per semester: \$70

## Course Fees (Per Semester, Per Course)

Accounting 312: \$25  
Art 100, 130, 200, 230, 320, 330, 410: \$25  
Art 120, 210, 270, 280, 340, 350, 360, 420, 430: \$50  
Art 220, 240, 250, 260, 290, 300, 310, 390: \$75  
Astronomy 201: \$30  
Biology 101, 199, 200, 211, 251, 301, 303, 307: \$30  
Biology 205, 230, 231, 232: \$40  
Biology 323 (fee may be assessed depending on subject): Varies  
Biology 330: \$50  
Biology 348: \$25  
Chemistry 103, 104, 105, 106, 108, 209, 210, 301, 313, 314, 321, 333: \$50  
Chemistry 303, 320, 429: \$75  
Chemistry 428: \$30  
Communication 225: \$25  
Design 240, 300: \$25  
Design 420, 430: \$50  
Design 200, 210, 220, 230, 310, 320, 330, 410: \$75  
Education 205, 207: \$88  
Education 208: \$95  
Education 308: \$25  
Education 354: \$55  
Education 403, 440, 441, 442: \$40  
Education 409, 419, 430, 432, 433, 434: \$85



Education Art 370, 380: \$25  
 Education Mathematics 210: \$35  
 Kinesiology 201, 206: \$35  
 Kinesiology 205: \$30  
 Kinesiology 390: \$25  
 Master of Business Administration 605: \$45  
 Master of Business Administration 690: \$450  
 Master of Organizational Leadership 690: \$450  
 Mathematics 191, 192: \$25  
 Mechanical Engineering 310, 315, 405, 410, 412, 415, 490: \$75  
 Music 238: \$30  
 Music 104, 105, 106: \$75  
 Music 103, 203, 303, 403: \$290  
 Subsequent one-half hour private instruction lessons in a second instrument or voice during the same semester: \$215  
 Natural Science 105: \$30  
 Physics 203, 204, 251, 253, 306, 329: \$30  
 Psychology 403: \$15  
 Psychology Major Field Test (MFT): \$25  
 Statistics 213: \$25  
 Statistics for Business/Econ 237: \$25  
 Online courses, per credit: \$25

## Refunds

### Tuition Refunds

Students are obligated for the full amount of tuition for courses for which they are registered, subject to the refund schedule.

- You will have 10 days to make changes to your enrollment without penalty.
- You will be charged 50% of tuition through the 20<sup>th</sup> day if you drop below 12 credit hours (full-time); or, if you are already a part-time student and you drop below your original enrolled credits. If you receive financial aid of any kind, your package will be re-evaluated and possibly adjusted to reflect your new enrollment status. Any changes made after the 20<sup>th</sup> day, will result in a full charge of tuition.
- This rule does not apply to MBA/MOL or ACCEL students. Due to the modular characteristics of these programs, any change could result in adjustment of aid, or a Return of Title IV Withdraw calculation. Please speak with an advisor in your program prior to making any changes to your enrollment to see how it will affect you. For details on the Return of Title IV Refund Policy, please see the Procedures for Financial Aid Applicants section.
- This rule does not apply if you fully withdraw from the university. In that case, your tuition will be prorated based on the number of days attended. For details on the Return of Title IV Refund Policy, please see the Procedures for Financial Aid Applicants section.
- Summer term courses are charged at 100% cost once class has started (no refunds). Does not apply to MBA and MOL programs.

## Other Refunds

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

## Resident Students

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

Once the application for admission as a student has been accepted, a \$250 deposit is required for room reservation. For students who do not enroll, this deposit, less processing fee, is refundable prior to May 1 or December 1 for Fall and Spring semesters, respectively. Returning students are required to submit each year either a new contract or a request for refund before May 1. Refunds will be given provided the room is free of damage.

Housing deposits are arranged with Residence Life. All rates and room assignments are subject to change if necessary.

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

## Retired Learners

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

## Degree Information

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

Bachelor of Applied Management Studies  
 Bachelor of Arts  
 Bachelor of Business Administration  
 Bachelor of Music Education  
 Bachelor of Science  
 Bachelor of Science in Industrial Engineering  
 Bachelor of Science in Mechanical Engineering  
 Bachelor of Science in Nursing  
 Bachelor of Special Studies  
 Master of Accounting  
 Master of Business Administration  
 Master of Criminal Justice  
 Master of Early Childhood Education  
 Master of Education in Educational Administration  
 Master of Exercise Physiology  
 Master of Organizational Leadership

Master of Pastoral Theology  
Master of Physician Assistant Studies  
Master of Science in Information Technology Management  
Master of Science in Speech-Language Pathology  
Master of Social Work  
Doctor of Business Administration  
Doctor of Occupational Therapy  
Doctor of Physical Therapy

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

## Degree Requirements

### Bachelor of Arts Degree Requirements

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

1. Complete the requirements for a major as described in the catalog. Courses in the major department and courses in other departments required for the major may be used to meet general degree requirements where applicable.
2. Complete—any required developmental courses in English, and Reading (ENGL 100, and LS 099). Courses numbered below the 100 level do not count toward the 120 semester credits required for graduation. These courses may be used to fulfill athletic and financial aid eligibility for the semester in which they are taken. General Education requirements at SAU, described in sections noted below, are organized into *Fundamental Skills and Knowledge*, *Liberal Arts Perspectives*, *Catholic Intellectual Tradition* requirements, and *Integrated Learning*.
3. General Education Skills requirements: Each student needs to demonstrate competency in six areas of basic college-level skills, including Oral Communication, Written Communication, Research, Quantitative Reasoning and Information Technology, Health and Fitness, and Second Language, as outlined below. Students who believe 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 the Registrar.

### Fundamental Skills and Knowledge

Students are strongly encouraged to complete the following requirements *by the end of their first year*: Oral Communication, Written Communication, Research, Quantitative Reasoning, Health and Fitness and Second Language. First Year students should consider Learning Communities, which include many of these and add an integrated learning dimension.

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

- By passing with a grade of C or better, one of the following: COMM 129: Public Speaking; COMM 132:

Survey of Human Communication; COMM 203: Interpersonal Communication; COMM 228: Argumentation and Debate; or COMM 329: Business and Professional Speaking.

### Proficiency in Written Communication may be demonstrated:

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

### Proficiency in Research may be demonstrated:

- By passing IL 101: Information Literacy.

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

- By passing, with a grade of C or better: MATH 131: Fundamentals in Math; STBE 137: Quantitative Reasoning in Business; CSCI 140: Foundations of Computer Science; CSCI 281: Discrete Structures; MATH 171: Elementary Functions; or any higher numbered course offered by the Mathematics Department; or STAT 213: Applied Statistical Reasoning for the Sciences, **or**
- By earning college-level math credit through CLEP or AP tests, **or**
- Through high school coursework and math ACT scores as approved by the Math Department.

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

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

### Proficiency in Second Language may be demonstrated:

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

### Liberal Arts Perspective

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

### Catholic Intellectual Tradition

- Complete one Philosophy course from among PHIL 100, 101, 102, 200, 207, 210, and 217.

- Complete one Theology course from among THEO 101, 107, 110, 120, 125, 130, 132, 141, 160, 165, 250, 255, and 275.
- Complete two additional approved courses in Philosophy, Theology, Justice and Peace, or Catholic Studies with at least one course taken at the 300 level.

### **Integrated Learning**

Through participation in the General Education Curriculum, as well as major and co-curricular engagement, undergraduate students critically explore complex issues using knowledge and skills from the liberal arts and Catholic Intellectual Tradition. As such, students participate in a variety of integrated and multi-discipline approaches to learning, however, key assessments of students' abilities to practice critical thinking to solve problems and equips students for success will occur in 300 level philosophy and theology courses. In addition to taking PHIL or THEO courses, students may wish to choose from one of the following options, however, it is not required for graduation.

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

4. Meet the following requirements for the degree in addition to completing the minimum number of semester credits:
  - Students must earn a cumulative grade-point average of at least 2.0 in all semester credits attempted toward a bachelor's degree and in all semester credits attempted at St. Ambrose. Students also must earn a cumulative grade-point average of at least 2.0 in all courses required for the major unless a higher grade-point average is specified for that major.
  - At least 30 semester credits are to be in courses at the 300 level or above.
  - Writing Intensive Requirement: In 1987, St. Ambrose instituted a Writing-Across-the-Curriculum Program to help foster in students a deeper level of learning in the classroom and a strengthening of writing skills regardless of their major(s). After passing ENGL 101 with a C or better, the student must pass, with a C or better, two writing intensive (WI) courses. One can be at any level in any department, and one must be at the 300 or 400 level in the declared major. A student pursuing a double major must complete a 300 level WI course in each major with a C or better. This would satisfy the two required WI courses. A WI next to the course code in the catalog identifies a writing intensive course. Courses from accredited two- or four-year institutions designated writing intensive on transcript or in catalog description will transfer to St. Ambrose. However, two-year college courses cannot be used to meet the WI requirement for a 300- or 400-level course. Appeals can be prepared with the major department and forwarded to the Director of Writing.
5. Complete the minimum of 120 semester credits according to the following requirements:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

This degree is available in the traditional and accelerated formats.

## **Bachelor of Business Administration Degree**

The Bachelor of Business Administration provides a broad foundation in liberal arts and sciences and introduces students to a wide variety of business areas. This degree is open to mature, adult students who have at least three years of work experience

and is only offered through the St. Ambrose University Adult Accelerated program. In order to earn a Bachelor of Business Administration Degree from St. Ambrose University with 120 semester credits, students need to:

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

## **Bachelor of Special Studies Degree**

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

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

## **Double Degrees Policy**

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

## **Exceptions to Degree Requirements**

Exceptions to the degree requirements may be granted only by the Board of Studies. Requests for such exceptions should be made in writing and forwarded to the Board through the Office of the Registrar. Petition forms for waivers of general degree requirements are available in the Office of the Registrar. 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 2017-2019 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.

## Creative Arts

(All courses are 3 credits unless noted):

ART 100. Drawing  
ART 120. Painting Fundamentals  
ART 130. Introductory Topics in Creative Arts  
ART 200. 2D Design  
ART 210. 3D Design  
ART 230. Intermediate Topics  
ART 240. Digital Photography  
ART 250. Papermaking  
ART 260. Bookbinding  
ART 270. Multicultural Crafts  
ART 280. Visual Narratives  
ART 290. Screen Printing  
ART 300. Figure Composition  
ART 310. Figure Drawing  
ART 330. Advanced Topics  
ART 340. Painting I  
ART 350. Painting II  
DSGN 200. Intermediate Special Topics  
DSGN 240. Designing Data  
DSGN 300. Advanced Special Topics  
ENGL 199. Creative Forms  
ENGL 317. Creative Writing Workshop  
ENGL 319. Writing About Place  
ENGL 321. Creative Nonfiction  
ENGL 328. The Sonnet  
ENGL 415. Advanced Poetry Workshop  
ENGL 418. Advanced Fiction Workshop  
KIN 211. Beginning Modern Dance (2 cr)  
KIN 212. Beginning Jazz Dance (2 cr)  
KIN 213. Beginning Ballet (2 cr)  
MUS 102. Introduction to Guitar (1 cr)  
MUS 103. Applied Music (1 cr)  
MUS 104. Piano Class I (1 cr)  
MUS 105. Piano Class II (1 cr)  
MUS 106. Beginning Voice Class (1 cr)  
MUS 111. University Chorale (0-1 cr)  
MUS 112. Bee Sharp (1 cr)  
MUS 117. Symphonic Band (0-1 cr)  
MUS 118. Jazz Ensemble (0-1 cr)  
MUS 119. SAU Community Symphony Orchestra (0-1 cr)  
MUS 121-127. Ensemble (0-1 cr)  
MUS 150. Composition Class  
MUS 203. Applied Music (1-2 cr)  
MUS 303. Advanced Applied Music (1-2 cr)  
MUS 311. Chamber Singers (0-1 cr)  
MUS 313. STAMVOJA (0-1 cr)  
THTR 105. Beginning Acting: Voice & Body  
THTR 206. Movement for Actors  
THTR 209. Stagecraft  
THTR 215. Introduction to Design in Theatre  
THTR 307. Advanced Acting  
THTR 390. Practicum in Theatre

## Humanities

(All courses are 3 credits unless noted):

AH 120. Topics in Art History  
AH 130. Introduction to Classical Studies  
AH 250. Art Through the Ages I  
AH 251. Art Through the Ages II  
AH 320. Advanced Topics in Art History  
AH 323. Ancient Greece  
AH 324. Ancient Rome  
AH 326. Christian through Byzantine  
AH 343. The Medieval World  
AH 345. The Renaissance  
AH 346. Baroque & Rococo  
AH 347. 19<sup>th</sup> Century Art  
AH 350. American Art  
AH 351. 20<sup>th</sup> Century  
AH 352. Non-Western Art  
AH 353. Russia  
AH 354. Contemporary Art  
AH 355. History of Graphic Design  
AH 451. Capstone Research Experience  
COMM 232. Media & Society  
CSM 101. Introduction to Classical Studies  
ENGL 120. Literary Topics  
ENGL 121. Love Lyrics  
ENGL 122. Vietnam War in Literature & Film  
ENGL 123. Baseball in Literature & Film  
ENGL 125. Holocaust Literature  
ENGL 201. British Literature I  
ENGL 202. British Literature II  
ENGL 210. American Literature I  
ENGL 211. American Literature II  
ENGL 220. African-American Literature  
ENGL 221. Canadian Literature  
ENGL 222. Women's Literature  
ENGL 223. Minority Voices  
ENGL 224. Disabilities Literature  
ENGL 240. Fiction into Film  
ENGL 241. Detective Fiction & Film  
ENGL 242. Science Fiction  
ENGL 243. Irish Literature  
ENGL 246. Literature of Place  
ENGL 302. Medieval Literature  
ENGL 303. Shakespeare  
ENGL 304. Renaissance Literature  
ENGL 307. Romanticism  
ENGL 309. Victorian Literature  
ENGL 310. Nineteenth-Century Fiction  
ENGL 341. American Poetry  
ENGL 343. American Realism & Naturalism  
ENGL 344. Modernism  
ENGL 345. Twentieth-Century Fiction  
ENGL 346. Contemporary American Fiction  
ENGL 347. The Beats  
ENGL 348. Postmodernism  
ENGL 360. Advanced Literary Topics  
ENGL 370. Literature of Hinduism  
FREN 202. Fourth Semester French  
FREN 301. Advanced French I  
FREN 310. Special Topics in French & Francophone Studies  
GS 202. Fourth Semester German

GS 301. Advanced German I  
 GS 302. Advanced German II  
 GS 310. Special Topics in German Studies  
 HIST 101, 102. History Matters  
 HIST 201. United States to 1877  
 HIST 202. United States History Since 1877  
 HIST 210. The Atlantic System  
 HIST 211. Asia  
 HIST 212. Modern Africa  
 HIST 213. Latin America  
 HIST 215. Classical Europe  
 HIST 216. Medieval Europe  
 HIST 217. Modern Europe  
 HIST 250. Intermediate Topics in History  
 HIST 306. Colonial America  
 HIST 307. Revolutionary America: 1763-1815  
 HIST 308. Jacksonian America: 1815-1850  
 HIST 309. Civil War & Reconstruction: 1840-1877  
 HIST 310. Gilded Age & Progressive Era: 1877-1920  
 HIST 311. United States: 1917-1945  
 HIST 312. United States since 1945  
 HIST 317. The Vietnam Wars  
 HIST 318. American Women: Topics  
 HIST 320. European Topics: Christianity & Culture, Early & Medieval  
 HIST 321. Ancient Greece  
 HIST 322. Rome  
 HIST 324. Medieval Britain  
 HIST 325. Renaissance  
 HIST 326. European Reformations  
 HIST 341. 18<sup>th</sup> Century Europe  
 HIST 342. 19<sup>th</sup> Century Europe  
 HIST 343. 20<sup>th</sup> Century Europe & the World  
 HIST 344. Spanish Civil War, Franco  
 HIST 345. Life, Liberty & Leviathan  
 HIST 346. Books & Barricades  
 HIST 347. European Revolutions  
 HIST 350. Advanced Topics in History  
 HIST 353. Russia  
 INTL 372. Business Across Cultures  
 IS 101. Cultures of the World  
 IS 210. Topics in Culture & Civilization  
 IS 310. Advanced Topics in Culture & Civilization  
 KIN 273. Women's Health Issues  
 LAT 101. First Semester Latin  
 LAT 102. Second Semester Latin  
 MUS 101. Basic Musicianship  
 MUS 110. Music Orientation  
 MUS 115. Music in Culture  
 MUS 116. Topics in Music Culture  
 MUS 120. Jazz Appreciation  
 MUS 130. History of Rock & Roll  
 MUS 309. Music in Liturgy  
 MUSE 380. Introduction to Museum Studies  
 MUSE 381. Introduction to Collections Management  
 MUSE 382. Introduction to Exhibitions  
 SPAN 202. Readings in Spanish  
 SPAN 203. Spanish for the Professions  
 SPAN 311. Advanced Spanish Grammar

SPAN 313. Writing in Spanish  
 SPAN 314. Introduction to Hispanic Cultural Studies  
 SPAN 315. Introduction to Hispanic Film Studies  
 SPAN 317. Introduction to Hispanic Linguistics  
 SPAN 332. Latin American Women Writers  
 SPAN 334. Seminar in Spanish Cinema & Media  
 SPAN 335. Comic Books in the Hispanic World  
 SPAN 340. Second Language Acquisition  
 SPAN 341. Spanish Pronunciation  
 SPAN 342. Methods & Approaches in Spanish Language Teaching  
 SPAN 350. Special Topics in Spanish Sociolinguistics  
 SPAN 360. Special Topics in Hispanic Cultural Studies  
 THTR 202. Survey of Theatre  
 THTR 210. Survey of American Film  
 THTR 218. Introduction to Script Analysis  
 THTR 304. Theatre History I: to 1642  
 THTR 305. Theatre History II: 1642 to present  
 THTR 315. Survey of Classic Dramatic Literature  
 THTR 316. Survey of Current Dramatic Literature  
 THTR 321. Topics in Theatre with General Education Status  
 THTR 385. Theatre in London & the UK  
 WGS 201. A Cross-Cultural Introduction to Women & Gender Studies  
 WGS 210. U.S. Latina Literature & Culture  
 WGS 310. Topics in Women & Gender Studies  
 WGS 315. Latin American Women's Issues  
 WGS 320. Women & Irish Film  
 WGS 330. Women & Gender Studies Practicum  
 WGS 340. Women & Madness

### Natural Sciences

(All courses are 3 credits unless noted):

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

### Social Sciences

(All courses are 3 credits unless noted):

CRJU 101. Introduction to Criminal Justice

CRJU 316. Juvenile Justice  
 CSCI 101. Computers in Society  
 ECON 201. Principles of Macroeconomics  
 ECON 202. Principles of Microeconomics  
 EDUC 284. Child & Adolescent Psychology  
 GEOG 205. Human Geography  
 KIN 335. Sport in Society  
 PSCI 101. American Government  
 PSCI 103. Politics in Film  
 PSCI 104. Introduction to Leadership Studies  
 PSCI 110. Law & Society  
 PSCI 120. Truth, Justice, & Politics  
 PSCI 130. Global Issues  
 PSCI 199/299/399. Special Topics in Political Science  
 PSCI 230. Global Terrorism  
 PSCI 232. War & Peace  
 PSCI 301. Campaigns & Elections  
 PSCI 304. United States Constitution & Civil Liberties  
 PSCI 305. Mock Trial (2 times for Gen Ed credit) (1 cr)  
 PSCI 309. International Politics  
 PSCI 310. Virtue & Political Leadership  
 PSCI 313. Foreign Policy of the United States  
 PSCI 320. Natural Law, Natural Rights & the Common Good  
 PSCI 330. Topics in Political Philosophy  
 PSCI 370. Public Administration  
 PSYC 105. Introductory to Psychology  
 PSYC 203. Psychology of Gender  
 PSYC 212. Life-Span Developmental Psychology  
 PSYC 375. The Psychology of Laughter, Mirth, & Humor  
 SOC 101. Introduction to Sociology  
 SOC 120. Social Problems  
 SOC 210. Cultural Anthropology  
 SOC 220. Self & Society  
 SOC 235. Deviant Behavior  
 SOC 250. Environmental Sociology  
 SOC 260. Social Organization  
 SOC 323. Marriage & the Family  
 SOC 325. Sex & Gender  
 SOC 326. Medical Sociology  
 SOC 340. Race & Ethnicity  
 SOC 350. Environmental Justice  
 SOC 356. Sociology of Religion  
 SOC 360. Science, Technology, & Society  
 SOC 365. Social Stratification & Inequality  
 SOC 375. Conflict Resolution

## Academic Information

### Assessment

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

groups) depending upon the activity. All students, regardless of class level or enrollment status, are asked to assist with this important process.

## Policies on Transfer Credit and Exams

### Transfer Work

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

- As long as you meet the residency requirements, you can earn up to 64 semester credits at two year colleges. Quarter units will be converted into semester units. 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. Credit for college-level work is granted in all areas that correspond to courses offered at St. Ambrose University with a grade of a “C” or better. (\*Pass grades are not accepted unless evidence can be provided that the grade would have been a C or better.) The individual departments at St. Ambrose University determine whether a transferred course may be substituted for a major requirement. Grades that you earned at other college and universities may be considered for admittance to the university and specific academic programs, but your SAU cumulative grade point average is based solely upon course work taken at St. Ambrose University. The SAU cumulative GPA will be reported on the transcript and will be used to determine graduation honors.
- If you have graduated from a two-year regionally accredited college with a 2.00 grade average, your Associate in Arts Degree or Associate in Science Degree will be accepted at St. Ambrose University as fulfilling 64 semester credits of baccalaureate requirements, and you will be given Junior status. You are still required to meet degree and residency requirements. The residency requirement is “the last 30 hours or 45 out of the last 60 credits to be taken at SAU.”
- If you have earned 64 semester credits from a two year college, you may still take additional courses to complete a lower level general education requirement, but the hours will not count toward your degree. Transfer credits to be applied toward General Education must meet the requirements listed in the catalog under General Education Degree Requirements.
- 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 other colleges may be transferable in whole or in part, and are evaluated on a course by course basis. Likewise, courses successfully completed through the United States Armed Forces may be transferable and applicable to a bachelor’s degree at St. Ambrose University.
- A maximum of 90 semester credits may be applied to degree requirements from a combination of 2-year institutions, 4-year institutions, credit by exams, military credit and experiential learning credits.

## Non-Traditional Credit

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

1. Achieving sufficiently high scores on examinations through the College-Level Examination Program (CLEP) of the College Board. (For further information, see College-Level Examination Program, in this section.)
2. Obtaining equivalency credits through the Advanced Placement Examinations (AP) of the College Entrance Examination Board.
3. Obtaining equivalency credits through the International Baccalaureate Program (IB).
4. Obtaining equivalency credits through the Cambridge Exam (A-level).
5. Performing satisfactorily on some Subject Standardized Tests of the United States Armed Forces Institute (USAFI) and/or the Defense Activity for Non-Traditional Education Support (DANTES).
6. Receiving recognition for studies completed with certain non-collegiate organizations and companies.
7. Establishing the acquisition of certain Military Occupational Specialties (MOS's), or even having spent some time in military service.
8. Providing the attainment of college-level learning from life and work experience. (For further information, see Prior Experiential Learning in this section.)

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

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

## Advanced Placement Program (AP)

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

## Cambridge Exam (A-level)

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

## 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.

Students should request official scores be sent to the Office of the Registrar.

## International Baccalaureate Program (IB)

St. Ambrose University recognizes several of the subject examinations of the IB Examination Program. St. Ambrose offers credit for the Higher Level examinations.

Students should request a transcript from the International Baccalaureate program to the Office of the Registrar.

## 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 Office of the Registrar to determine the academic credit.

## Prior Experiential Learning

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

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

Methods of demonstrating prior experiential learning include portfolio development or special examination by department. For further information about policies and procedures on assessment of prior experiential learning, visit [www.sau.edu/Registrar/](http://www.sau.edu/Registrar/).

## Classification of Undergraduate Students

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

## Statement of Major

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

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

By the end of the sophomore year, students should file a formal statement of major or majors in the Office of the Registrar. Students wishing to change their stated major or add



another major need to file a new statement reflecting such a change. Forms for the statement are available at the Office of the Registrar website. The statement is to include the approval and the signature of the department chair of each major.

## Double Majors Policy

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

### Additional criteria:

- All admission and retention requirements for each of the declared majors must be met.
- All graduation requirements for each major must be met when completing a double major. This includes pre-requisite courses specified by each major.
- There must be at least 15 credits of unique and non-overlapping coursework in each major.
- In departments that offer more than one degree option (i.e., BA vs. BS, BA vs. BED) in the same discipline, the student can complete only one of them.
- A student may not pursue more than two majors concurrently without permission from the Registrar.

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

## Minor

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

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

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

## Concentration

A Concentration is a coherent and specialized course of study within a student's major degree program. The academic

department may determine if a given concentration is an optional or required component of the major. A concentration generally includes 12 to 15 credit hours of specialized coursework and can only be earned as part of a major, not separate from one.

## Certificate

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

## Application for Graduation

As candidates for a degree, students must file online 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 will be completed by the Registrar's 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 summer session may apply to go through the May commencement ceremony. These students should contact the Office of the Registrar by March of the graduation year, enroll in the summer course(s) and pay the graduation fee by the last week of April.

## Undergraduate Graduation Honors

At graduation, honors are conferred upon students who have maintained the following St. Ambrose University 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 at St. Ambrose University prior to the semester in which graduation takes place. (\*Does not include transfer grades.) 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 academic transcript and added to their diplomas. Honors will not

be removed or lowered if the last semester GPA lowers the cumulative GPA.

## Course Numbers

Course numbers have the following meaning:

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

## Undergraduate Class Load

The normal undergraduate full-time class load is 15 to 17 semester credits. A student with a class load of 12 semester credits is considered a full-time student, and one with fewer than 12 semester credits is considered a part-time student. All first year students are limited to a maximum of 18 semester credits. 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.

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.

For the summer session, the following criteria are used: During the regular day or evening session (six weeks), a class load of 12 credits is considered full-time, and 6 credits is half-time.

## Graduate Class Load

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

## Credit Hour Policy

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

### Federal Definition of the Credit Hour

For purposes of the application of this policy and in accordance with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve

weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, **or**

2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

St. Ambrose University defines a semester credit (also known as a credit hour) as one 50-minute period per week for one semester (or its equivalent) with appropriate student work outside of the period. A semester at St. Ambrose University is defined as not less than 15 weeks. Courses offered in shorter timeframes or alternative formats must have an equivalent number of hours dedicated to instruction and student work as that spent in a semester-based class. An equivalent amount of work (a minimum of 37.5 hours per 1 credit hour) must be represented for credits assigned to experiential learning including 1) laboratory, 2) practica/field work/internships, 3) independent study, and 4) international travel. An equivalent amount of work (a minimum of three hours per week for a semester or its equivalent of combined direct instruction and outside of class student work) must be represented for a semester credit in other academic activities including accelerated format, distance education, and hybrid format courses.

## Undergraduate Grading System

The grading system uses symbols with the following meanings:

<b>A+/A</b> <b>A-</b>	Exceptional achievement
<b>B+</b> <b>B</b> <b>B-</b>	Above average achievement in subject matter
<b>C+</b> <b>C</b>	Basic Achievement in subject matter
<b>C-</b> <b>D+</b> <b>D</b> <b>D-</b>	Work below basic achievement in subject matter
<b>F</b>	Failure to meet course requirements
<b>P</b>	Passing work completed in a course where the student is registered pass/no pass
<b>NP</b>	Not passing work completed in a course where the student is registered pass/no pass
<b>W</b>	Withdrawal from a course without an assigned grade
<b>WF</b>	Withdrawal from a course while doing failing work
<b>WP</b>	Withdrawal from a course while doing passing work
<b>I</b>	Incomplete work (a student needs to have completed a majority of the course with a passing grade and to have worked out a schedule of

	completion with the teacher)
<b>IP</b>	In progress work (for students in courses that are not expected to be completed within the normal semester, i.e. internships (see explanation following))
<b>X</b>	Absence from the final examination (a schedule of completion is to be worked out with the teacher)
<b>AU</b>	Course taken on audit basis

D	1 quality points
D-	0.67 quality points
F	0 quality points

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

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

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

The requirements for use of this grade are as follows:

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

## Graduate Grading System

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

## Grade Quality-Points

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

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

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

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. The semester GPA is calculated in the same manner, but using only one semester's credits and grade points.

Grades that you earned at other college and universities may be considered for admittance to the university and specific academic programs, but your SAU cumulative grade point average is based solely upon course work taken at St. Ambrose University. The SAU cumulative GPA will be reported on the transcript and will be used to determine academic sanctions, graduation honors, etc.

## Grade Appeal Policy

### Overview:

When a student believes a final course grade has been assigned in error or in an arbitrary or capricious manner, he/she has the right to appeal the grade. The student should first attempt to resolve the matter with the primary course instructor. If the grade dispute is not resolved at this level, the student may initiate a formal written appeal to the department Chair. A final appeal can be made to the Dean of the College that oversees the appropriate department or, when a department Chair or Dean is the instructor involved in the appeal, to the Vice President of Academic Affairs.

### Actions Permitted:

1. Students may only appeal the final course grade. Individual assignment grades (exams, quizzes, etc.) should be discussed and resolved with the Instructor throughout the semester.
2. All recognized appeals by students and instructors should be written and delivered to the appropriate individual (Instructor, Chair, or Dean) either electronically in email format to the appropriate individual's email address at the University, or by hard copy delivered personally to the appropriate individual. The individual appealing is responsible for assuring and establishing the delivery and receipt of a timely appeal.
3. No one may substitute personal judgment for that of the Instructor in regard to the quality of the student's work; therefore, the student must show evidence of any deviation from established procedure that adversely affects the student in the assignment of the letter grade for the course.
4. Decisions at the Chair level or higher can include either denial of the appeal or upholding the appeal, at which point the final course grade will be changed. The University does

not have any liability for any impact to the student for the time period preceding any change to the final course grade in the University's Office of the Registrar.

*Procedures and Timeline:*

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

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

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

**TIMELINE:** Within 1 week from receipt of the appeal

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

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

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

**TIMELINE:** Within 1 week from receipt of the appeal

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

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

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

**TIMELINE:** Within 1 week from receipt of the appeal

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

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

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

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

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

*Exceptions:*

1. If the Department Chair is the Instructor involved in the appeal, the appeal goes directly to the Dean and then to the Vice President of Academic Affairs for the final decision.
2. If the Dean is the Instructor involved in the appeal, the appeal goes to the Chair and then to the Vice President of Academic Affairs for the final decision.
3. Timelines may be extended by the Chair or the Dean if necessary evidence or individuals are not available, or if the University determines that additional time is necessary to process the appeal. No exceptions or extensions of time will be granted for students to initiate a grade appeal.

### **Dean's List**

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

Part-time students will be considered for the Dean's List 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 will be considered again.

### **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 student meets the criteria 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 SAU cumulative grade-point average.

Under the provisions of this option, the Office of the Registrar 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 average 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.
7. The second-grade option may not be used for classes in which higher level classwork in that subject area has been completed. (Regression)

## Change of Registration

Students who wish to change their registration must do so officially on the Change of Registration form online at [www.sau.edu/BeeCentral](http://www.sau.edu/BeeCentral). Classes can be added/dropped on Beeline prior to the start of the term. 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 BeeCentral Office.

During a 16-week academic semester, if a course is dropped before the end of the second week of class, no grade is officially recorded.

If a course is dropped between the end of the second 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 accelerated and shorter summer academic sessions, which are fewer than 16 weeks, the time periods are pro-rated for withdrawal.

## Withdrawal from the University

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

## Satisfactory Progress, Probation and Dismissal

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

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

Students whose academic performance falls below these standards will be reviewed at the end of each semester by the Board of Studies, which may recommend probation or dismissal. This action is based solely on a review of the individual's

academic information. Students are encouraged to check with the Financial Aid Office regarding aid eligibility.

Probation is a proving period during which a student's continuance at St. Ambrose is in jeopardy. 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. 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.

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.

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," 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, and 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 and support 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.

### Forms of Academic Misconduct

Academic misconduct is any attempt to gain unearned advantage involving coursework or records. Forms of misconduct include, but are not limited to the following:

### Plagiarism

Plagiarism is the intentional or unintentional use of another's words or ideas without crediting the source.

Examples include but are not limited to:

- Receiving credit on group assignments without contributing fairly.
- Submitting another's paper or assignment, in whole or in part, as if it were your own.
- Using exact phrases, sentences, or paragraphs from a source without quotation marks and/or proper citation.
- Paraphrasing another's work or using information (verbal or visual), opinions, or concepts from a source without proper citation or acknowledgement.
- Borrowing phrases from a source without using quotation marks, substituting synonyms for the author's language while keeping to the same general language framework and meaning as found in the original.

### Falsification or Fabrication

Falsification or fabrication is intentionally altering or creating data in an academic exercise or record.

Examples include but are not limited to:

- 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 of a returned test or paper before seeking regrading, or impersonating another student.

### Unauthorized Assistance

Unauthorized assistance is the use of any source of information not authorized by the instructor.

Examples include but are not limited to:

- Collaboration on completing assignments or tests without the authorization of the instructor or outside the limits designated by the instructor.
- Allowing another, such as a tutor or fellow student, to complete or significantly revise a paper or assignment.
- Using materials such as textbooks, notes, or formula lists during a test without the professor's permission.
- Copying from another student's test or homework and/or allowing another student to copy from your test or homework.

### Complicity

Complicity is assisting another person in committing an act of academic dishonesty.

Examples include but are not limited to:

- 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.

### Improper use of Technology

Improper use of Technology is the dishonest or deceptive use of any technological device such as a computer, smart-phone, or tablet to receive or attempt to receive, or aid another to receive credit for academic work, or any improvement in evaluation of academic performance.

Examples include but are not limited to:

- Using a device such as a computer, smart-phone, smart-watch, or tablet to store or receive answers to assignments or tests.
- Having someone else log-in as you to complete an online assignment or exam.
- Logging-in as someone else to complete an online assignment or exam.

### **Abuse of Academic Materials**

Abuse of academic materials is intentionally destroying, stealing, or making such materials inaccessible.

Examples include but are not limited to:

- Hiding or removing library resources so other students do not have access to them.
- Destroying files or other materials needed in academic work.
- Stealing notes, assignments or exams from students or instructors.
- Infecting university computers with malware or viruses.

### **Multiple Submission**

Multiple submission is the use of the same work in more than one course without prior permission of the instructor.

Examples include but are not limited to:

- Submitting the same paper, assignment or presentation, in whole or in part, to satisfy course requirements in more than one class.

### **Procedures for Alleged Academic Misconduct**

An instructor who has evidence or suspects an act of academic misconduct 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 verbally or in writing. The names of those supplying information other than the instructor will be held in confidence.

The following steps will be taken by the instructor:

- An instructor will discuss the allegation with the student and determine an appropriate sanction for the course, if deemed necessary.
- Depending on the severity of the violation (see “Potential Consequences of Academic Misconduct”), the instructor, will send a completed incident report with any supporting documentation to the Registrar.

The incident report will be reviewed by the Board of Studies Chair. In the case of violations that are not considered to be severe (see Potential Consequences of Academic Misconduct), a violation letter will be sent to the student and they will be asked to meet with the Director of Reading and Study Skills. The student may either accept the action or may request a formal hearing before the Board of Studies committee.

In the event of a repeat violation or if the Board of Studies Chair suspects organized cheating or severe acts of academic dishonesty, the investigation will be pursued by the Board of Studies committee. The Registrar will notify the student(s) of the specific allegations of academic misconduct and when a formal hearing with the committee will occur. The Board of Studies committee will determine which additional sanctions will be enforced (see Potential Consequences of Academic Misconduct); its ruling may be appealed to the Vice President of Academic and Student Affairs.

All incident reports of academic misconduct will be reported and kept on file in the Office of the Registrar.

### **Potential Consequences of Academic Misconduct**

All cases of academic misconduct (or suspected academic misconduct) will result in a meeting between the instructor and the student where the instructor will explain to the student how the observed behavior might be a violation of the University’s Academic Integrity Policy and give the student an opportunity to provide an explanation. At this meeting, the instructor will also explain what behaviors were expected and appropriate for that assignment, and how the student’s behavior violated these expected behaviors. Potential consequences for academic misconduct are at the discretion of the instructor and will depend on the severity of the violation.

**Consequences for a minor violation** might include: having the student redo an assignment or giving the student a reduced grade for an assignment (potentially including “F” or zero).

Examples of minor violations include but are not limited to:

- Paraphrasing another’s work without proper citation in parts of a written assignment.
- Allowing another student to significantly revise a paper or assignment (without authorization from the instructor).
- Fabricating an excuse to justify a delay in submission of an assignment.
- Receiving credit on a group assignment without contributing fairly.

In these cases, after hearing the student’s explanation, an instructor might decide that this violation does not warrant the submission of an incident report to the Office of the Registrar.

**Consequences for a major violation** might include: giving the student a grade of “F” or zero on the assignment or exam, or giving the student a grade of “F” for the entire course. If the instructor determines that a major violation has occurred, the instructor will also submit an incident report, including any documentation and the action taken to the Office of the Registrar (see Procedures for Alleged Academic Misconduct).

Examples of major violations include but are not limited to:

- Copying from another student’s test.
- Using a smart-phone to receive answers to a test.
- Submitting another’s paper or assignment, in whole or in part, as if it were your own.
- Inventing results for a lab report.

**Cases of severe or repeated violations** will automatically be evaluated by the Board of Studies committee (see Procedures for Alleged Academic Misconduct) and may result in loss of academic honors, probation, suspension, or expulsion. A student's grade can be changed, even after a course has been completed.

Examples of severe violations that would be considered by the Board of Studies include but are not limited to:

- Distributing stolen exams.
- Selling papers to other students.
- Downloading entire papers from the internet.

## Transcripts

Transcripts are issued through the Office of the Registrar and the National Student Clearinghouse at [www.sau.edu/Registrar/Services/Transcript\\_Request](http://www.sau.edu/Registrar/Services/Transcript_Request). Alternatively, students can choose to pick up transcripts in person at the Office of the Registrar with a valid photo ID.

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.

There is no charge for transcripts. Emergencies can be met with overnight, same day, or next day express mail, at the expense of the student.

## Transfer Credits

Students should allow one week for the preparation of a transcript of credits. 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  
 Communication  
 Computer and Information Sciences  
 Engineering and Physics  
 English  
 History and Art History  
 Integrated Studies  
 International Studies  
 Mathematics and Statistics  
 Modern Languages and Cultures  
 Music  
 Philosophy  
 Political Science  
 Psychology  
 Sociology and Criminal Justice  
 Theatre  
 Theology  
 Women and Gender Studies  
 Master of Information Technology Management  
 Master of Criminal Justice

Master of Pastoral Theology

### College of Business Departments

Accounting  
 Economics  
 Finance  
 Management  
 Marketing  
 Sales—Business and Healthcare  
 Master of Accounting  
 Master of Business Administration  
 Master of Organizational Leadership  
 Doctor of Business Administration

### College of Health and Human Services Departments

Education, School of  
 Kinesiology  
 Nursing  
 Master of Early Childhood Education  
 Master of Exercise Physiology  
 Master of Educational Administration  
 Master of Physician Assistant Studies  
 Master of Social Work  
 Master of Speech-Language Pathology  
 Doctor of Occupational Therapy  
 Doctor of Physical Therapy

### Interdisciplinary Minors

Catholic Studies  
 Classical Studies  
 Environmental Studies  
 French Studies  
 German Studies  
 Global Business  
 Hispanic Studies  
 Justice and Peace Studies  
 Leadership  
 Pre-Law Studies  
 Women and Gender Studies

### Concentrations

#### Undergraduate Concentrations

Biology—Biomedical Science, Secondary Biology Education  
 Chemistry—Forensics and Pre-Med  
 English—Secondary English Education  
 Forensic Psychology—Adult and Child  
 Mathematics—Secondary Mathematics Education  
 Political Science—International Politics, Pre-Law Studies, or Public Administration  
 Youth Ministry

#### Graduate Concentrations

Human Resource Management  
 International Management  
 Leadership  
 Marketing Management



## **Certificates**

### **Graduate Certificates**

Orthopaedic Physical Therapy Clinical Residency  
Youth Ministry

### **Study Abroad Programs**

Studying abroad is an affordable, high-impact activity that is an outstanding way to maximize the value of a St. Ambrose education. St. Ambrose sends students throughout the world on faculty-led courses, exchange semesters, and provider programs. Students return from their study abroad with broader global perspective, greater resilience, and improved intercultural understanding. To find the study abroad program that is right for you, contact the Center for International Education in Lower Cosgrove Hall.

## Undergraduate Program Requirements

### Accounting

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

**Requirements for a Major:** 27 semester credits in required accounting courses including ACCT 201, 202, 300, 301, 302, 305, 307, 312, 415; 6 elective credits from ACCT 306, 314, 360, 401, 402, and 414; take one course from the following: EXPL 201, 202 or ACCT 404; and 3 elective credits from the following: ECON 307, 312, 313; FNCE 301; MKTG 209; MGMT 330, 332; INTL 377, or courses approved by the Department.

**Required Business Core:** 33 semester credits in required business core courses including STBE 137, 237; BUS 201; ECON 201, 202; FNCE 300; INTL 400; MKTG 209; MGMT 210, 449; PHIL 305.

Accounting majors are required to have earned a 2.25 average GPA in all accounting courses; have earned a C in all accounting classes (if an accounting major earns below a C, the student must retake the course); and have earned 18 of their 33 hours of accounting at St. Ambrose.

**Requirements for a Minor:** 18 semester credits in accounting courses.

### Applied Management Studies

The Bachelor of Applied Management Studies (BAMS) degree program is designed to build on a two-year Associate of Applied Science (AAS) degree. Students with an AAS degree will have already completed a specialized technical, vocational or professional study program and complete their baccalaureate education by completing the University's General Education program and the Common Business Core with the College of Business.

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

### Individual Student Curriculum Plan

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

### Requirements for the BAMS Degree

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

1. Complete any developmental courses and/or prerequisites if necessary.
2. Prior to completion of 12 semester hours at St. Ambrose University, complete IL 101: Information Literacy, with a grade of "Pass."
3. Complete a minimum of 30 credits at the 300/400 level, and two writing-intensive (WI) courses, one of which must be at the 300/400 level.
4. Complete the required courses and electives at SAU. Credits at SAU will vary from 60-74, 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:

Complete the Bachelor of Arts Degree requirements with two exceptions:

1. A specific major is not required, and
2. BAMS students will be asked to complete one foreign language or multicultural course.

All other General Education requirements remain the same.

### BAMS Required Core Courses:

ACCT 201, 202; BUS 201; ECON 201, 202; FNCE 300; INTL 400; MKTG 209; MGMT 210, 449; PHIL 305; STBE 137, 237.

### Art

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

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

### CORE COURSES

**Requirements for a Bachelor of Arts for all Majors in Book Arts, Graphic Design, Painting and Art Education:** ART 100, 200, 210, 280, 300, DSGN 210, and AH 250, 251.

### ADDITIONAL MAJOR REQUIREMENTS

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

**Requirements for a Book Arts Major:** 30 credits including: ART 220, 250, 260, 290, 360, 390; DSGN 220; ENGL 317; and three credits of 300 level Art History. Choose three credits from the following ART or DSGN courses: ART 320, 410; DSGN 230, or 320. Students have the option to take ART 402.

**Requirements for a Graphic Design Major:** 27 credits including: DSGN 220, 230, 420; ART 410; plus nine credits from the following: DSGN 240, 300, 310, 320, 330, 410, 430, 499; and three credits of 300 level Art History. Choose 3

additional credits from ART - ART 220, 240, 290, or 360 are highly recommended. Students have the option to take DSGN 400.

**Requirements for a Painting Major:** 27 credits including ART 310, 340, 350, 410, 420, 430; six additional credits of ART OR DSGN; three credits of 300 level Art History. Students have the option to take ART 400.

**Requirements for the Art Education Teaching major (K-12):** Students majoring in art and expecting to qualify for a license to teach art at the elementary or secondary level are required to take ART 220, 310, 340; EDART 370, 380; and ART 320 or 350.

Acceptance into the Teacher Education Program and student teaching include a:

- Cumulative GPA of 3.0; major GPA 3.0; Education coursework GPA 3.0;
- An ACT score of 21 (New SAT 1070, Old SAT 1470);
- Passing scores in all three components of the PRAXIS CORE exam (reading, writing and mathematics);
- Education 205 or 207 (B or better); US History or American Government; SPED 310; EDUC 282, 284, 300, 301; 140 hours of pre-student teaching field experiences at two different school sites plus EDUC 309, 336, 430 (see above GPA requirements).
- NOTE: a score of ACT 22 (New SAT 1110, old SAT 1530) for admission to the Teacher Education Program beginning with the fall 2018 semester.

*All Art and Education coursework must be a C or above.*

## MINORS

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

**Requirements for an Arts Administration Minor:** 18 credits including:

- Take 3 credits from the following: MUSE 380, COMM 230 or ENGL 315.
- Take 9 credits from the following: ACCT 201; COMM 240, 251; MGMT 210, 216, 320; MKTG 209, 359; or SLS 235.
- Take 3 credits from the following: DSGN 210 or COMM 225.
- Take 3 credits from the following: AH 450, 490; ART WI-410, 499; ENGL 400; or THTR 399.

**Requirements for a Book Arts Minor:** 18 credits including: ART 100, 220, 260; DSGN 210; take 6 credits from ART 250, 290, 320, 360, 390 or DSGN 220.

**Requirements for Design and Interactive Media Minor:** 18 credits including DSGN 210, 420; CSCI 140, 330; and 6 additional credits from the following: DSGN 240, 300, 430; or CSCI 360.

**Requirements for a Graphic Design Minor:** 18 credits including ART 100, 200; DSGN 210, 220; and 6 additional credits from the following: ART 240, 290, 390, 410; DSGN 230, 300, 310, 330, 420, 430, or 499.

## Art History

**Requirements for an Art History Major:**

- 36 semester credits for AH Capstone track students
- 39 semester credits for AH Internship track students

All students must take: AH 250, 251, 450; one of the following: AH 130, 323, 324, 326, or Classical Mythology course; one of the following: AH 343, 345, 346, or 353; one of the following: AH 347, 350, 351, 354, or 355; one of the following: AH 120, 320, or 352; plus 6 additional credits in AH; plus an additional 6 credits from AH, HIST, CSM, or ART. All AH majors also take either AH 451 Capstone or 6 credits of AH 490 Internship in Art History.

**Requirements for an Art History Minor:** 15 credits of Art History plus one additional 3 credit AH, ART, CSM, or HIST course.

**Requirements for Museum Studies minor:** 18 credits including MUSE 380, 381, 382, and 490.

- Take 3 credits of a MKTG course or AH 450.
- Take 3 credits of an AH course, ART course, a HIST course, or MUSE 490.

## Biology

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

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

310, 311, THEO 110, or another course approved by the department.

**Requirements for a Minor in Biology:** One course from each of the following categories: an introductory course: BIOL 101 or 199; an environmental biology course: BIOL 109 or 321; and a human biology course BIOL 106, 112, 115, 205 or 230; with additional coursework to obtain a minimum of 15 credits in Biology.

#### **Optional Concentrations**

Courses below are taken in addition to the major requirements.

**Requirements for a Concentration in Biomedical Science:** Eight (8) hours from among the following: BIOL 230, 232, 211 or 251, or approved course; EXPL 201 or BIOL 401 and 402; CHEM 208 and 210, or 319; MATH 191; PHYS 203 and 204, or 251 and 253.

**Requirements for a Concentration in Secondary Biology Education:** CHEM 110. Requirements for the Secondary Teaching concentration (5-12) are: Acceptance into the Teacher Education Program (and student teaching) include a cumulative GPA of 3.0; major GPA 3.0; Education coursework GPA 3.0; an ACT score of 21 (New SAT 1070, Old SAT 1470); Passing scores in all three components of the PRAXIS CORE exam (reading, writing and mathematics); Education 205 or 207 (B or better), US History or American Government, SPED 310, EDUC 282, 284, 300, 301, 305 343; 140 hours of pre-student teaching field experiences at two different school sites plus EDUC 309, 336, 419 (see above GPA requirements). NOTE: A score of ACT 22 (New SAT 1110, old SAT 1530) for admission to the Teacher Education Program beginning with the fall 2018 semester.

### **Business Administration and Business Administration in Accounting (Accelerated Program)**

#### **Program Delivery Format**

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

#### **Admission Information**

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

Complete admission criteria for Accelerated Programs for Adults may be found on the website.

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

**Requirements for a BBA:** STBE 137 or MATH 191; ACCT 201, 202; BUS 201; ECON 201, 202; ENGL 315; FNCE 300; INTL 221, 372 or other international business course; MGMT 210, 320, 332, 449; MKTG 209; PHIL 305; STBE 237; INTL 400. Additional 9 elective credits from Accounting, Business, Economics, Finance, International Business, Management, Marketing or Statistics.

**Requirements for a BBA Accounting Major:** STBE 137 or MATH 191; ACCT 201, 202, 300, 301, 302, 305, 307, 312, 415; BUS 201; ECON 201, 202; ENGL 315; INTL 221 or 372; STBE 237; INTL 400. Select 6 credits from ACCT 306, 314, 401, 402. Select 6 credits from CSCI 120; ECON 307, 312, 313; FNCE 300, 301; INTL 372; MKTG 209, 322; MGMT 210, 332.

### **Business Education**

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

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

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

**Requirements for a General Business Teaching Major (7-12):** ACCT 201, 202; BUS 201; MKTG 209; One of the following: MKTG 311, 319, 339 (SLS 235), or FNCE 300; MGMT 210; ECON 201, 202; CSCI 120; One of the following: ENGL 218, 315, MGMT 316 or 320.

See Education Department section for education courses, teaching major and student teaching requirements. All grades must be C or better unless specified. Requirements for the General Business Teaching Major (7-12) are: Acceptance into the Teacher Education Program (and student teaching) include a cumulative GPA of 3.0; major GPA 3.0; Education coursework GPA 3.0; an ACT score of 21 (New SAT 1070, Old SAT 1470); Passing scores in all three components of the PRAXIS CORE exam (reading, writing and mathematics); Education 205 or 207 (B or better), US History or American Government, SPED 310, EDUC 282, 284, 300, 301, 305 342; 140 hours of pre-student teaching field experiences at two different school sites plus EDUC 309, 336, 419 (see above GPA requirements). NOTE: a score of ACT 22 (New SAT 1110, old SAT 1530) for admission to the Teacher Education Program beginning with the fall 2018 semester

### **Chemistry**

The goal of the Chemistry Department is to educate majors to be knowledgeable and adaptable for success in graduate or

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

**Requirements for a Bachelor of Arts Degree with a Major in Chemistry:** 33 semester credits in chemistry including CHEM 105, 106, 110, 150, 207, 208, 209, 210, 301, 302, 303, 313 or 314, and 350; PHYS 251 and 253 or 203 and 204; and MATH 191, 192.

**Requirements for a Bachelor of Science Degree with a Major in Chemistry:** 46 or 48 semester credits in chemistry including CHEM 105, 106, 110, 150, 207, 208, 209, 210, 301, 302, 303, 313, 314, 321, 350, 428 and 429 or 440, and one elective from 319 and 320 or 333; PHYS 251, 253; and MATH 191, 192. Recommended courses: MATH 290 or 291.

**Requirements for a Bachelor of Science or Arts Degree with a Major in Chemistry and a Pre-Med Concentration:** In addition to courses required for the Bachelor of Science or Arts in Chemistry major, students must take the following courses: CHEM 319 and 320; BIOL 199, 200, 230, 232, 301 and 303. Students are encouraged to tailor their studies to admission requirements of medical schools in which they are interested by taking other science and mathematics courses as electives.

**Requirements for a Bachelor of Science or Arts Degree with a Major in Chemistry and a Forensics Concentration:** In addition to the courses required for the Bachelor of Science or Arts in Chemistry major, students must take the following courses: BIOL 106, 120, 205; CRJU 101, 342, 411, and 420.

**Requirements for a Bachelor of Arts Teaching Major in Chemistry:** 31 credits in chemistry, with a total of 47 semester credits in science and mathematics including: CHEM 105, 106, 110, 207, 208, 209, 210, 301, 303 or 333, 313 or 314, and 350; PHYS 251 and 253 or 203 and 204; and MATH 191, 192. Requirements for a Bachelor of Arts Teaching Major in Chemistry (5-12) are: Acceptance into the Teacher Education Program (and student teaching) include a cumulative GPA of 3.0; major GPA 3.0; Education coursework GPA 3.0; an ACT score of 21 (New SAT 1070, Old SAT 1470); Passing scores in all three components of the PRAXIS CORE exam (reading, writing and mathematics); Education 205 or 207 (B or better), US History or American Government, SPED 310, EDUC 282, 284, 300, 301, 305 343; 140 hours of pre-student teaching field experiences at two different school sites plus EDUC 309, 336, 419 (see above GPA requirements). NOTE: a score of ACT 22 (New SAT 1110, old SAT 1530) for admission to the Teacher Education Program beginning with the fall 2018 semester.

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

## Communication

### Multimedia Journalism Major:

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

### TV/Radio Major:

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

### Strategic Communication Major:

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

## MINORS:

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

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

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

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

## Computer and Information Sciences

**Requirements for a Bachelor of Science with a Major in Computer Science:** CSCI 140, 195, 270, 281, 294, 295, 310,

435; select 5 courses from: CSCI 300, 320, 330, 360, 393, 400, 410, or MATH 191 and nine credits of CSCI elective at the 200 level or above.

- *CIS Department majors/minors must pass CSCI 140, 195, and 270 with a C or better.*

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

- *CIS Department majors/minors must pass CSCI 140 and 270 with a C or better.*

**Requirements for Bachelor of Arts with a Major in Computer Network Administration:** Computer Component: CSCI 140, 185, 270, 365, 435, 470, 475; 12 credits from: CSCI 281, 375, 415, 425, 450 (may be repeated with different topics), 480, 490, 499. Communication Component: select two of the following courses: COMM 306, 326, 327; ENGL 218, 315. Business Component: MGMT 210.

- *CIS Department majors/minors must pass CSCI 140 and 270 with a C or better.*

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

- *CIS Department majors/minors must pass CSCI 140, 195, and 270 with a C or better.*

**Requirement for a Minor in Computer and Network Security (24 credits):** CSCI 140, 270, 365, 375, 415, 425, 435; One additional course from: CSCI 185, 450, the following electives are only applicable if security related: CSCI 480, 490, 499. The following are recommended electives: CRJU 101, 221, 342. Note: CNA majors must complete three courses (9 credits) above the CNA major to receive the CNS minor.

- *CIS Department majors/minors must pass CSCI 140 and 270 with a C or better.*

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

- *CIS Department majors/minors must pass CSCI 140 and 270 with a C or better.*

## Criminal Justice

*See Sociology and Criminal Justice*

## Data Science and Analytics

The Bachelor of Science in Data Science and Analytics is a 39 credit hour program that is a mixture of mathematics, statistics, and computer science courses. This major is designed to enhance a student's ability to think with data. Through project-based introductory and capstone courses, students will learn how to apply fundamental concepts in statistics and computing to convert data into solutions and insight. Students

will obtain a strong background in mathematics, statistical inference, computer programming, and database management. They will also learn to communicate their results to non-experts, and assess the ethical impact of their work on the community at large.

**Requirements for a Bachelor of Science with a Major in Data Science and Analytics:** MATH 191, 192, 290, 300, 301, 305, 306, 390, 391; CSCI 195, 295, 310, 360.

## Education, School of

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

### Mission Statement

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

### Licensure

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

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

The State of Iowa requires all candidates to successfully complete the program and seeking certification to pass Praxis II for licensure. Candidates must obtain appropriate scores for both their pedagogy test and their content area test. State testing requirements can be found at [www.ets.org](http://www.ets.org).

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

### Objectives for the Pre-Service Educator:

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

All education majors including K-12 art and music are guided by the InTASC Model Core Teaching Standards and Learning Progressions for Teachers (2013) and the 5 dispositions adapted from the Iowa TQE Dispositions Team of caring, communication, creativity, critical, and professional.

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

### Admission to Teacher Education Program

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

1. For those applying to the program during 2017-2018 acceptance requires:
  - ACT score of 21 (or whatever score is in the top 50% nationally at that time, applicants may utilize the equivalent SAT score: new SAT 1070, old SAT 1470)
  - Cumulative GPA of 3.0
  - Education GPA of 3.0
  - Content GPA (if applicable) of 3.0
2. For those applying to the program during 2018-2020 acceptance requires:
  - ACT score of 22 (or whatever score is in the top 40% nationally at that time)
  - Cumulative GPA of 3.0
  - Education GPA of 3.0
  - Content GPA (if applicable) of 3.0

Additional admission requirements for the Teacher Education Program are as follows:

1. Pass the Praxis Core Academic Skills for Educators Exam.
  - Reading—score of 156
  - Writing—score of 162
  - Math—score of 150
2. Complete 50 field hours in EDUC 205 or provide verification through EDUC207.
3. Two professional rating forms (EDUC 205 or 207 instructor, and cooperating teacher's evaluation) which show applicant earned an average rating of at least Developing (3) in the three separate dispositions on both forms and were recommended by both course instructor and cooperating teacher to continue on into the program.
4. Receive a grade of "B" or above in EDUC 205 or 207.
5. A completed application for admission to Teacher Education Program form (including statement of fraud section and necessary signatures).
6. Full admission can only be maintained by continuing to meet all requirements each semester.

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

1. Candidate must be admitted to the Teacher Education program. The applicant completes a proposed sequence of courses in the education core and major leading to licensure. **All** coursework must be completed prior to student teaching.

2. Candidate must maintain a cumulative GPA of 3.0 and a GPA of 3.0 in the education core and major/endorsement courses, with all grades at *C* or above. Grades of *C- or below* are not acceptable.
3. All candidates who wish to student teach must apply the year previous to their student teaching. Those candidates must attend a mandatory meeting in early November and submit a complete application by November 15 to the Director of Student Teaching. The student teaching application and forms are located on the education website. Any candidate who must change their student teaching date, after the November 15th deadline, must submit a new application to the Director of Student Teaching. **Please note that a changed placement date is not guaranteed and is subject to the ability of the Director of Student Teaching to secure a timely and appropriate placement.**
4. Candidates must successfully complete a final presentation with the use of a "digital suitcase" before recommendation for licensure.

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

### Student Teaching Semester Points to Remember for Students and Advisor

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

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

### Bachelor of Education

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

general education requirements. Changes in licensure guidelines may result in changes in degree requirements.

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

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

**Required Courses:** EDUC 205 or 207, 282, 284, 300, 301, 309, 312, 371, 452; two of the following: EDUC 440, 441, 442; PSYC 105; SPED 310, 313; ECSE 204, 311, 321, 410, 420; EDCOMM 325; ECE 303, 307, 308, 350, 365 381; a course in U.S. history or government; 6-7 semester credits in science (biology and natural science). A minimum of 215 clock hours of pre-student teaching experiences in a school or agency setting at three different age levels (0-3 years, 3-6 years, and grades K-3) are required before student teaching. Early Childhood Education majors also must present evidence of current certification in infant, child, and adult CPR and first aid before the student teaching semester.

#### **Iowa Endorsement Elementary Education**

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

**Required Courses:** EDUC 205 or 207, 282, 284, 300, 301, 309, 329, 352, 353, 354, 369, 371, 372, 409, 452; SPED 310; EDMATH 210, 211; EDGEOG 201; EDART 370; KIN 302; EDMUS 244; a course in U.S. history, a course in U.S. government; 3-4 semester credits in biology (life science) and an approved area of concentration leading to an endorsement in one of the following areas: math, science, social studies, history, English/language arts, reading, French, German, Spanish or special education. A minimum of 109 clock hours of pre-student teaching experiences in a school setting at two different grade levels are required before student teaching.

**Approved Endorsement in English/Language Arts (K-8) Required Courses:** ENGL 120, 210 or 211, 313, 316; EDCOMM 325; EDUC 369, 371, 372, 452; THTR 105.

**Approved Endorsement in Mathematics (K-8): Required Courses:** EDUC 354; three credits in computer science (CSCI 281); MATH 191, 192, 300, 301; EDMATH 210, 211, and 395.

**Approved Endorsement in Reading (K-8): Required Courses:** EDUC 369, 371, 372, 452, 453, 459, 460; ENGL 313; EDCOMM 325.

**Approved Endorsement in Science (K-8): Suggested Courses:** 12 hours of physical science recommended from the following: PHYS 110, 160, 201, 203; NSCI 105, 106; CHEM 101, 102, 103, 105; six hours of biology recommended from the following: BIOL101, 199, 200, 106, 107, 109, 110, or 123; six

hours of earth/space science recommended from the following: ASTR 201, 221; NSCI 205; or EDGEOG 201.

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

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

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

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

#### **Approved Endorsement in Social Science: Social Studies (K-8): Required Courses:**

24 credits including U.S. history, world civilization, political science, economics, geography, psychology, and sociology. EDUC 329 and EDUC 300 are in addition to the 24 semester credits.

#### **Approved Endorsement in Special Education Instructional Strategist I. Mild/Moderate (K-8): Required Courses:**

SPED 310, 311, 312, 313, 314, 411, 416, 417, 418; EDUC 452.

#### **Approved Endorsement in Pre-Kindergarten-Kindergarten Classroom (PK-K): Required Courses:**

EDCOMM 325; ECE 365, 381; ECSE 321, 420; EDUC 403; SPED 313. Can only be added to Elementary with another endorsement area.

#### **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 and music majors), 282 (except for music), 309, the appropriate named 5-12 methods course, 340, 341, 342, 343, 344, 345 or 346 (except art, math, and music majors unless they are seeking another endorsement), 419 or 430 or 432 or 433. A minimum of 100 clock hours of pre-student teaching experiences in two different school settings is required before student teaching (except art). Department majors approved for endorsement areas (5-12) include: art (K-12), business-all, English language arts, French, German, Spanish, mathematics, music, biology, chemistry, history, reading, and speech communication/theatre.

#### **Approved Endorsement in Reading (5-12). Required**

**Courses:** EDUC 336, 368 or 369, 372, 452/552, 456/556, 453; ENGL 101, 216, 316, 313; COMM 203 or 228 or 329; EDCOMM 325.

#### **Additional Endorsement Areas**

The Teacher Education Program offers the following endorsements that can be added on to other approved teaching majors.

#### **Secondary (Grades 5-12) Endorsements**



American Government, Economics, Physics, Psychology and Sociology

### **Middle School Endorsements**

Both Iowa and Illinois classify grades fifth through eighth as middle school grades. Illinois requires a middle school endorsement in most subject areas. Students who plan to apply for the Illinois endorsement must complete EDUC 455/555 and EDUC 461/561, along with the content course work required by Illinois. Questions regarding Illinois should be directed to the Rock Island Regional Office of Education. Iowa encourages educational course work specifically dealing with middle school grades, but the Iowa middle school endorsement is optional. Individual school districts may or may not require it. Iowa middle school requirements include EDUC 455/555, EDUC 461/561, and additional course work in any two of the following four areas: social studies, mathematics, science, or language arts. Contact the Director of the St. Ambrose Teacher Education Program for more information regarding the Iowa middle school endorsement.

### **Approved Endorsement in English as a Second Language (K–12): Required Courses:**

EDUC 301, 302 and 401; EDENGL 230, 380 and 381; ENGL 313. Can only be added to an approved Elementary major with another endorsement area or an approved Secondary major.

### **Approved Endorsement in STEM (K–8 & 5-8): Required Courses:**

- BIOL 101, 109; CHEM 103; NSCI 105; ENGR 105; CSCI 140; EDUC 390, 490
- MATH 171, EDMATH 210, EDMATH 211 **OR** MATH 191 AND STAT 213 **OR** MATH-191 and STAT 300.
  - Can only be added to an approved Elementary major with a mathematics or science endorsement or Middle School Math or Science endorsement.

### **Athletic Coaching**

Requirements for Coaching Authorization: The State of Iowa requires five major content areas to receive a coaching authorization: EDUC 284 or PSYC 212; KIN 217; BIOL 230 or KIN 361 or KIN WI-366 with department chair permission; KIN 320 or one of 321-326.

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

### **Engineering and Physics**

St. Ambrose University offers four-year, full-time programs leading to Bachelor of Science degrees in Industrial Engineering, Mechanical Engineering and a five-year Dual Degree option (Industrial and Mechanical Engineering). Students will complete math, physics, and foundational

engineering courses and declare a major discipline within the first two years of study.

### **Integrated Design Experience**

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

### **Educational Environment**

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

### **Admissions Requirements**

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

### **Industrial Engineering**

Industrial Engineering is concerned with designing, evaluating and improving systems. At St. Ambrose, our emphasis is on how humans fit into those systems to ensure safe and productive work. Industrial Engineers are in high demand in many sectors of the economy, from traditional industrial settings to streamlining hospital operations. The skills learned as an Industrial Engineer will provide a wealth of opportunities for the graduate.

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

## Mission

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

## Program Educational Objectives

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

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

## Student Outcomes

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

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

**Requirements for a Bachelor of Science in Industrial Engineering Degree:** Students will meet the University general education criteria (to include PHIL 207, 305, 310, or THEO 311) and include the following:

**Engineering Courses (25 credits):** ENGR 106, 220, WI-251, 265, 270, 296, 302, 303, 450, 201, 301, 401.

**Mathematics and Basic Science Courses (33 credits):** MATH 191, 192, 290, 291, 300, and 301 or 320; PHYS 251, 253; CHEM 103 or 104 or 105; minimum of 32 credits in approved credits from ASTR, MATH, CHEM, PHYS, or BIO.

**Industrial Engineering Courses (35 credits):** IE 305, 335, 340, 350, 360, 391, 403, 409, 415, WI-490; one of the following: ME elective, PHYS 306 or 3 credits of IE 460, or 3 credits of ENGR 320.

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

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

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

## Mechanical Engineering

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

## Mission

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

## Program Educational Objectives

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

Mechanical Engineering graduates will:

1. Demonstrate their success through leadership roles.
2. Advance their expertise through professional practice or graduate education.

3. Investigate, define, communicate, defend and implement solutions to complex problems.
4. Enrich their lives and the lives of others.

### Student Outcomes

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

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

### Requirements for a Bachelor of Science in Mechanical

**Engineering Degree:** Students will meet the University general education criteria (to include PHIL 207, 305, 310, or THEO 311) and include the following:

**Engineering Courses (25 credits):** ENGR 106, 220, WI-251, 265, 270, 296, 302, 303, 450, 201, 301, 401.

**Mathematics and Basic Science Courses (33 credits):** MATH 191, 192, 290, 291, 300, and 301 or 320; PHYS 251, 253; CHEM 103 or 104 or 105; minimum of 32 credits in approved credits from ASTR, MATH, CHEM, PHYS, or BIO.

**Mechanical Engineering Courses (35 credits):** ME 310, 312, 315, 350, WI-351, 405, 410, 412, 415, WI-490; PHYS 306; one of the following: IE elective, 3 credits of ME 460, or 3 credits of ENGR 320.

The Engineering Seminars (ENGR 201, 301, 401) are required for all engineering majors and should be taken by the

time a student has completed approximately 50, 75, and 100 percent, respectively, of the engineering course requirements.

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

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

### Dual Industrial and Mechanical Engineering

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

**Requirements for Dual Bachelor of Science in Industrial and Mechanical Engineering Degrees:** Students will meet the University general education criteria (to include PHIL 207, 305, 310, or THEO 311) and include the following:

**Engineering Courses (25 credits):** ENGR 106, 220, WI-251, 265, 270, 296, 302, 303, 450, 201, 301, 401.

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

**Industrial Engineering Courses (30 credits):** IE 305, 335, 340, 350, 360, 391, 403, 409, 415, WI-490.

**Mechanical Engineering Courses (30 credits):** ME 310, 312, 315, 350, 405, 410, 412, 415, WI-490; PHYS 306.

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

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

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

### English

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

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

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

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

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

**Requirements for a Concentration in Secondary English Education:** Students seeking licensure in 5-12 (Secondary) English shall fulfill all the requirements for a major in English as well as the licensing requirements in secondary English prescribed by the State of Iowa and implemented by the Teacher Education Program at St. Ambrose. Requirements for a Concentration in Secondary English Education (5-12) are: Acceptance into the Teacher Education Program (and student teaching) include a cumulative GPA of 3.0; major GPA 3.0; Education coursework GPA 3.0; an ACT score of 21 (New SAT 1070, Old SAT 1470); Passing scores in all three components of the PRAXIS CORE exam (reading, writing and mathematics); Education 205 or 207 (B or better), US History or American Government, SPED 310, EDUC 282, 284, 300, 301, 305 343; 140 hours of pre-student teaching field experiences at two different school sites plus EDUC 309, 336, 419 (see above GPA requirements). NOTE: a score of ACT 22 (New SAT 1110, old SAT 1530) for admission to the Teacher Education Program beginning with the fall 2018 semester.

## Economics

**Requirements for a Bachelor of Arts for all (Non-Teaching) Majors in Business Economics, Finance, International Business, Management, and Marketing:** ACCT 201, 202; BUS 201; ECON 201, 202; FNCE 300; INTL 400; MGMT 210, 449; MKTG 209; PHIL 305; and STBE 137, 237.

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

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

- A minimum major GPA of 2.25 is required.

**Requirements for an Economics Minor:** STBE 237 or equivalent; ECON 201, 202; and 12 hours upper level ECON elective courses.

## Finance

**Requirements for a Bachelor of Arts for all (Non-Teaching) Majors in Business Economics, Finance, International Business, Management, and Marketing:** ACCT 201, 202; BUS 201; ECON 201, 202; FNCE 300; INTL 400; MGMT 210, 449; MKTG 209; PHIL 305; and STBE 137, 237.

**Requirements for a Finance Major:** 24 credits including

- Financial Core: FNCE 311, 312, 313, and 420.
- Choose 12 elective credits from FNCE 411, 412, 413, 414, 415, 416, 417; ECON 316, 331, or 447.\*
- Students will be required to work with a Finance advisor in maintaining a portfolio of finance-related work throughout their program and will be required to take part in an exit interview and submit a final reflection paper prior to completion.

*\*Students who are a double major in Accounting will be required to complete the Financial Core and must select one elective for three credits. Contact Finance Department with questions.*

**Requirements for a Finance Minor:** 18 credits including FNCE 311, 312, 313, 420, and 6 hours of FNCE electives.

## French

*See Modern Languages and Cultures*

## German Studies

*See Interdisciplinary Minors*

## History

**Requirements for a History Major:** 38 semester credits in History including:

- HIST 201, 202, 205, 400, 410;
- One of the following: HIST 210, 211, 212 or 213;
- Two of the following: HIST 215, 216 or 217;
- Three HIST courses at the 300-level;
- Two additional HIST courses.

**Requirements for a History Teaching Major:** 34 semester credits in history, distributed as follows:

- HIST 205, 400, 410;
- 15 credits in US history (HIST 201, HIST 202, and 9 additional credits above the first year level);

- 15 credits in World History (one of the following HIST 210, HIST 211, HIST 212, HIST 213);
- Two of the following: HIST 215, HIST 216, HIST 217;
- 6 additional credits above the first year level, in which 3 credits must be at the 300 level.
- Students must maintain a 3.0 GPA in History with no grade lower than a C.

Requirements for a History Teaching Major (5-12) are:

Acceptance into the Teacher Education Program (and student teaching) include a cumulative GPA of 3.0; major GPA 3.0; Education coursework GPA 3.0; an ACT score of 21 (New SAT 1070, Old SAT 1470); Passing scores in all three components of the PRAXIS CORE exam (reading, writing and mathematics); Education 205 or 207 (B or better), SPED 310, EDUC 282, 284, 300, 301, 305 341; 140 hours of pre-student teaching field experiences at two different school sites plus EDUC 309, 336, 419 (see above GPA requirements). NOTE: a score of ACT 22 (New SAT 1110, old SAT 1530) for admission to the Teacher Education Program beginning with the fall 2018 semester.

### Minor Requirements:

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

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

The Art History Program fosters an energetic exploration of art, architecture, and material culture through the study of primary visual and literary sources, with an emphasis on historical understanding, critical thinking, written and oral communication, and professional development. Art History majors pursue either a Capstone track, intended for students who plan on pursuing graduate school opportunities, or the Internship track, intended for students interested in professional development. The track should be determined in consultation with AH faculty, and students should declare their track by the second semester of their junior year.

## Honors Program

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

### HONORS I: First-Year students

Admitted prior to orientation. Typical applicants enter SAU with an unweighted GPA of 3.5 or better, an ACT score of 25 or better (SAT equivalency), and a well-worded essay.

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

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

Acceptance based on cumulative 3.5 GPA or higher and two recommendations from faculty in student's major. Students must maintain a 3.25 average in their honors courses and a 3.25 GPA overall in order to remain in the Honors Program after the first year. This will be assessed annually and students will have one semester to improve their GPA if it falls below the 3.25 level.

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

## Integrative Studies

The BA in Integrative Studies (BA.IS) degree offers St. Ambrose students the opportunity to design their own liberal arts degree program to broaden or deepen their studies beyond the traditional framework of discipline-specific programs.

The BA.IS is designed to primarily meet the needs of non-traditional students, mobile adults with diverse backgrounds who have earned college credits at one or more institutions of higher learning, and who seek to complete a college degree by focusing on their individual interests, needs and goals. In short, the BA in Integrative Studies degree is flexible, offering students the opportunity to individualize a curriculum while meeting designated standards and academic requirements. No major is required, but students may earn credits concentrated in one or more majors or minors by fulfilling BA.IS requirements.

**Delivery Formats:** *Traditional or Accelerated (seated, hybrid, and online)*

The BA.IS degree can be earned through accelerated coursework (8-week, evening, weekend, hybrid, and online) designed for the convenience of working adults. Because all courses needed to complete the BA.IS may not be available in an accelerated course format, students may need to take some courses offered in a more traditional format.

### Degree Requirements:

#### 1. BA.IS Requirement:

- 36 credit hour proposed "BA.IS degree plan" -- a program of studies that is interdisciplinary, coherent, integrated and focused; at least 15 credit hours of the proposed degree plan must be completed through St. Ambrose courses; a total of 18 credit hours must be at the 300- or 400-level,
- A primary advisor who guides the student through the BA.IS, from design to completion,
- Demonstration of an experiential learning component through a reflective analysis of experiences such as an internship, study abroad, work, or volunteer experience related to the program of study,
- An Exit Portfolio submitted to the office of the Dean of Arts & Sciences in the semester of graduation that documents attainment of the approved student learning outcomes.

#### 2. University graduation requirements:

- St. Ambrose General Education,
- 30 semester and/or equivalency credits in courses coded at the 300/400 level,

- Two writing intensive (WI) courses with a grade of “C” or better with at least one at the 300/400 level, and, if possible, in the area of greatest concentration,
- A minimum of 120 credits, including credits completed at St. Ambrose University, transfer credits, and equivalency credits. The final 30 semester credits applied to the degree or 45 of the last 60 semester credits must be earned at St. Ambrose University. Please refer to the St. Ambrose University catalog for further information,
- A cumulative GPA of at 2.00 (on a 4.00 scale).

### Program Oversight

The BA.IS is available to all students across all SAU colleges. The administrative home of the BA.IS is the College of Arts & Sciences.

- **BA.IS Program Coordinator:** the Associate Dean of the College of Arts and Sciences or another faculty member designated by the Dean of the College of Arts and Sciences coordinates the oversight, including the application and completion review processes.
- **BA.IS Program Committee:** Providing oversight of the BA.IS Degree at the University, this Committee is responsible for approving BA.IS degree plans, approving students for graduation pending degree audit, and tracking BA.IS utilization. Additionally, this Committee is responsible for completing the BA.IS Program Review and annual assessment. The Committee is chaired by the Associate Dean of the College of Arts and Sciences or other faculty member designated by the Dean of the College of Arts and Sciences and includes a faculty member from each of the colleges appointed by the respective academic dean. The University Registrar serves as an ex officio member.

### Intended Learning Outcomes

The BA.IS at St. Ambrose provides an academic pathway for students to meet their personal educational or career goals. The 21<sup>st</sup> century workforce calls for individuals who have multiple talents and who must be flexible and have the ability to apply their skills in a variety of contexts. The BA.IS requires that students completing the degree have a clear knowledge of how they wish to develop and combine various academic areas. While each BA.IS degree plan is different, there is a common set of outcomes that each student completing the BA.IS is expected to meet.

### Application Process

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

#### STEP I: (Application Initiated by Student)

- With the assistance of the primary advisor, the student will complete a BA.IS application and submit it via email to the Office of the Dean of the College of Arts and Sciences.

- Complete application will include:
  - A Statement of Purpose to include intended student learning outcomes
  - A proposed degree plan
- In the Statement of Purpose, the student should outline his/her:
  - Educational/professional background
  - Reasoning for pursuing the BA.IS
  - Future career or educational aspirations that are consistent with pursuing the BA.IS
  - The student learning outcomes
- Because learning takes place outside of the classroom, the student should consider including in the Statement of Purpose those activities, interests and experiences that are relevant to the degree plan. Such things might include professional experience, community or organizational service, travel, hobbies, private study, and family background.

#### STEP II: (Application Processed by BA.IS Program Committee)

- At the request of the College of Arts & Sciences Dean, the BA.IS Program Committee will review the application according to these criteria:
  - Is it conceptually well-written (articulation clear? Goals achievable? Means reasonable?)
  - Is the Degree Plan consistent with the Statement of Purpose?
  - Is the Degree Plan consistent with the mission of the University?
  - Are the Learning Outcomes and Assessment plans feasible and consistent with the Degree Plan?
- Applications will be reviewed within 10 days, and any recommended revisions to the degree plan will be communicated to the student and primary advisor. Once approved, any substantive changes must be approved by the student’s advisor and the BA.IS Program Committee.

#### STEP III: (Semester of Graduation, Student completes Exit Portfolio)

- Completed Portfolio should include:
  - Representative samples of student’s written work related to the BA.IS plan of study
  - A reflective essay by the student addressing how and the extent to which the learning outcomes have been met, and an overall evaluation of his/her educational experience.

#### STEP IV: (Exit Portfolio Reviewed by BA.IS Program Committee)

### Interdisciplinary Minors

#### Catholic Studies

The Catholic Studies Minor at St. Ambrose University is an interdisciplinary program of study designed to offer the students an exploration of Catholic intellectual tradition. The goal is to

gather students and faculty from all disciplines to engage in a critical, sympathetic investigation of Catholic thought and life. Catholicism is complex; it is a faith tradition that incorporates doctrines, structures, rituals, customs, philosophical thought, sociological phenomena, and artistic expression, and therefore it is fitting that such a process of inquiry take place at a university setting.

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

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

#### **Requirements for an Interdisciplinary Minor in Catholic Studies:**

16 semester credits from the following:

- CATH 201, 401 and THEO 141.
- 9 elective credits: 3 credits in Theology, 3 credits in a field other than Theology, and 3 credits from the 300 level.  
*Courses may not repeat from each category.*
  - Take 1 Theology course from the following: THEO 107, 110, 130, 132, 301, 304, 319, 341, 342 or 402.
  - Take 3 credits from the following courses: ENGL 120, 302; MUS 309, 310; PHIL 343, 360; SOC 336, 356; EDUC 355; AH 250, 251, 323, 326; or HIST 215, 216, 320, 322, 325, 326.
  - Take one 300 level course from the following courses: ENGL 302; MUS 309, 310; PHIL 343, 360; SOC 336, 356; THEO 301, 304, 310, 341, 342, 402; EDUC 355; HIST 320, 322, 325, 326; or AH 326.

#### **Classical Studies**

The Classical Studies Minor at St. Ambrose allows students with an interest in the ancient cultures of Greece and Rome to pursue extended study of various aspects of those cultures and gain an appreciation of the relevance of classical culture to their own lives. The minor supports various majors, including History, Philosophy, Theology, and Political Science.

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

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

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

A minimum of 18 semester credits, including:

- AH 130 or CSM 101; AH 250 or HIST 215; LAT 101, 102; PHIL 217.
- Choose one course from the following: AH 323, 324; HIST 102, 321, 322; THEO 141, 202, 344.
- A Classical Studies Capstone experience is also required and will consist of a presentation, paper, exhibit or other experience as approved by the CSM Director. Usually, students presenting Capstones will do so through their major departments and the topics are linked to their major; topic and product must be approved by the CSM director. The goal is for the student to reflect on the linked courses and demonstrate their understanding of the Classical ideas, content and skills from these courses. The linked courses

should allow students to develop the knowledge and skills necessary to achieve the Capstone.

#### **Environmental Studies**

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

#### **Entry procedure for an Interdisciplinary Environmental**

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

#### **Requirements for an Interdisciplinary Minor in Environmental Studies:**

A minimum of 18 semester credits, including:

- BIOL 109; PHIL 311 or THEO 311; ENGL 246 or 319; ENV 400.
- Take 6 credits of “green” electives from the following: ECON 335, PSCI 375, NSCI 205, or any general education Biology course.

#### **French Studies**

The French Studies minor is interdisciplinary. Its primary purpose is to promote biculturalism and prepare students to enter an interconnected, globalized world. The curriculum helps students to develop linguistic and cultural skills in order to enrich their own lives and the lives of others.

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

#### **Requirements for a Minor in French Studies:**

18 total credits from the following:

- FREN 101, 102, 201, 202.
- Take 6 credits of electives from the following courses: AH 346; IS-210: Topics on French Film Studies; HIST 217, 341, 342, 343; PHIL 101, 375; PSCI 309, 313; or other courses approved by the chair of the department.

#### **German Studies**

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

#### **Requirements for a Minor in German Studies:**

- GS 101, 102, 201, 202.
- Take 6 credits of elective credits from the following courses: AH 250, 251; IS 210: Holocaust Film Studies; HIST 217, 341, 342, 343; PHIL 101, 375; THEO 250, 355; PSCI 309, 313; or other classes approved by the chair of the department.

#### **Global Business Minor**

### Requirements for a Minor in Global Business:

- INTL 221, 372.
- Take 1 of the following: INTL 377, ECON 331, MKTG 349, or FNCE 302.
- Take 1 of the following: HIST 211, 213, SOC 210, or THEO 250.
- Take 1 of the following: PSCI 309, IS 310, or THEO 352.

### Hispanic Studies Minor

The Hispanic Studies minor is interdisciplinary. Its primary purpose is to promote biculturalism and prepare students to enter an interconnected, globalized world. The curriculum helps students to develop linguistic and cultural skills in order to enrich their own lives and the lives of others.

### Requirements for a Minor in Hispanic Studies:

15 total credits from the following:

- SPAN 202; THEO 321.
- Take 6 credits from the following courses: SPAN 203, 311, 313, 314, 316, or 317.
- Take 3 credits from the following courses: IS 204, 210 (when revolving around Hispanic or Latino culture), or WGS 210.

### Justice and Peace Studies

Available to any major, the Justice and Peace Studies minor provides an interdisciplinary academic focus on issues of social justice, with a special emphasis on peace, non-violence and conflict resolution. In the Ambrose tradition of concern for dignity of all persons, social justice and respect for diversity, a variety of academic and co-curricular opportunities exist for students to enrich their education by exploring issues of justice and peace. The minor is sponsored jointly by the Theology and Philosophy departments but maintains an interdisciplinary focus.

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

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

A minimum of 15-17 semester credits, including:

- **Core Requirements** (6-8 hours): JPS 101, 102\*, 205.  
*\*Students can use JPS 105 (Mediation) to fulfill part of the 201 (Practicum) requirement. Mediation training is not required, but the Practicum course is a requirement.*
- **Affiliated Courses** (9 hours): Beyond the core requirements, students must take three additional courses. Select three courses from the following: CRJU 316, 487; ENGL 223, 243; HIST 213, 317, 318, 319, 330, 337, 344; PHIL 210, 302, 310, 311, 343; PSCI 120, 130, 230, 232, 320, 313; PSYC 203, 325, 327, 328; SOC 120, 235, 340, 365, 375; THEO 125, 304, 310, 311, 316, 319, 321, 337, 355; WGS 201, 210, 340.

### Leadership

The interdisciplinary Minor in Leadership seeks to enhance the skills, vision, and moral code of students drawn to leadership. The minor will challenge students to critically

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

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

### Requirements for an Interdisciplinary Minor in Leadership:

15 total credits from the following:

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

### Pre-Law Studies

The Interdisciplinary Minor in Pre-Law is for students interested in studying law. It has a threefold mission. First, it seeks to encourage sustained reflection upon the relationship between law and human nature. Second, it seeks to give students a practical introduction to the basic elements of the American Legal system, as well as other legal systems and the history of legal thought and practice. Third, it seeks to provide students with the background and skills necessary for success in law school and in the field of law. Special attention will be given to logical and critical thinking, persuasive argument, and cogent speaking and writing.

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

### Requirements for Interdisciplinary Minor in Pre-Law

**Studies:** *Students may not count more than twelve hours of Political Science toward the minor. Nine hours must be from approved General Education courses.*

18 semester credits from the following:

- **Foundation Course (3 credits):** PSCI 110.
- **One of the following (3 credits):** CRJU 400, PSCI 307, or THEO 310.
- **Two of the following (6 credits):** COMM 432; CRJU 221, 411, 487, 499; ENGL 303; HIST 307, 350; PSCI 304, 360; PSYC 321, 325, 327, 328; or SOC 120, 235, 340, 365.
- **One of the following (3 credits):** COMM 228, 329 ENGL 216, 315; LAT 101; or PSCI 305.



- **Capstone experience (3 credits):** WI-PSCI 400, or capstone in major with permission.

### Women and Gender Studies

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

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

### Requirements for an Interdisciplinary Minor in Women and Gender Studies:

A minimum of 18 semester credits, including:

- WGS 201, WI-390.
- At least six credits from ENGL 222; PSYC 203, 312, 328; THEO 324; WGS 210, 310, 315, 320, 325, 330, 340.
- Up to six credits from COMM 203; CRJU 487; ENGL 304; SVLN 201; SOC 325, 323, 340; THEO 310, 321; WGS 350.

### International Business

*See Management*

### International Studies

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

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

### Entry procedure for an International Studies Major:

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

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

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

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

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

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

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

**International Communication and Commerce:** take 6 credits; at least one has to be from the 300 level; from the following courses: COMM 340; INTL 221, 322, 372, 374, 377; or ECON 330.

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

- **Europe:** ENGL 202, 310; HIST 217, 337, 343; PSCI 319; or SPAN 314, 316.
- **Latin America:** HIST 213; SPAN 314, 316; or WGS 210, 315.
- **East Asia, Africa, or the Middle East:**
  - 6 credits are required from an emphasis area and at least one course must be at the 300 level.
  - Contact the IS director for individualized plans for East Asia, Africa, and the Middle East.

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

**Requirements for a Minor in International Studies: 21 credits including:**

- Take PSCI 130.
- Demonstrate proficiency in any secondary foreign language through the 102 level.
- **Take 3 credits from International Affairs/Global Civil Society:** PSCI 230, 306, 309, 313, 316, 353; or WGS 201.
- Take 3 credits from International Arts or International Culture: AH 353; ENGL 221, 307, 309, or 344, IS 101, 210, 310; MUS 115; SOC 210, 340; THEO 250, 345; or WGS 310, 320.
- Take 3 credits from International Communication and Commerce: COMM 340; INTL 221, 322, 372, 374, or 377; or ECON 330.
- Take 3 credits from any discipline or any area of emphasis in the IS curriculum.

### Kinesiology

Exercise Science is the study of physiological and functional adaptations that occur during and in response to exercise and human movement. The exercise science major is designed to provide a broad based study of scientific principles and includes general study in biology, chemistry, physics, anatomy and

physiology. Advanced coursework includes specialization in the study of human movement, exercise physiology, and scientific research.

**Bachelor of Science with a Major in Exercise Science:** BIOL 199, 200, 230, 232; CHEM 105, 106; STAT 213; KIN 101, 216, 282, WI-340, 361, WI-390, 440.

- Take one of the following: PHYS 203, PHYS 251, or CHEM 207.
- Take one of the following: PHYS 204, or PHYS 253, or CHEM 208 or CHEM 319 and CHEM 320.
- Take one of the following: PSYC 255, 324, 350, 360, 402, or 403/DPT 540.
- Take one of the following: KIN 350 or KIN 392.
- Take 6 credits from the following Advanced Topics: KIN 409, 410/DPT 530, 411, 412, or 441/DPT 650.

*Grade of C or better required for BIOL 230, BIOL 232, and all KIN courses 200-level or above 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 530 Kinesiology/Biomechanics may replace KIN 410 Biometrics; DPT 540 Neuroanatomy and Neurophysiology may replace the Neuropsychology Requirement; DPT 650 may replace KIN 441 (3 credits).

Human performance and fitness is the study and application of research-based knowledge to prepare students for careers in helping individuals lead healthy lives through improving athletic performance and physical fitness. The human performance and fitness major is designed to provide students with basic scientific knowledge, communication skills, business acumen and advanced study in the application of athletic and fitness principles.

**Bachelor of Science with a Major in Human Performance and Fitness:** KIN 101, 216, 258, 282, WI-340, 350, 361, 363, WI-366, 392, 406, 418; BIOL 205; STAT 213.

- Take one: BIOL 101, 112, or 199.
- Take one: MGMT 210, MKTG 209 or KIN 307.
- Take one: KIN 275 or KIN 217.
- Take 3 credits from: KIN 409, 410, 412.

*Grade of C or better required for all KIN courses 200-level or above required for this major; C or better grade required for BIOL 205.*

The Sport Management major is designed to prepare students for careers in the field of sport management which includes the study of financial, legal, management and marketing of sport, athletics, wellness, and fitness industries. The major is designed to provide students with fundamental and advanced study in each of these areas of sport, business, finance, and accounting.

**Bachelor of Art with a Major in Sport Management:** ACCT 201; ECON 202; SOC 101; COMM 240; MKTG 209, 339; MGMT 210; PHIL 305; KIN 101, 190, 192, 225, WI-306, 307, 335, 355, 363, 401, 408, 419.

**Requirements for a Sport Management Minor:** KIN 190, 307, 335. Take 6 credits from the following: KIN 192, 306, 335, 355, 363 or 401.

*\*Note: KIN 401 can be taken for credit up to three times.*

## Management

**Requirements for a Bachelor of Arts for all (Non-Teaching) Majors in Business Economics, Finance, International Business, Management, and Marketing:** ACCT 201, 202; BUS 201; ECON 201, 202; FNCE 300; INTL 400; MGMT 210, 449; MKTG 209; PHIL 305; and STBE 137, 237.

**Requirements for a Management Major:** MGMT 233, 320, 332; One of the following: BUS 341, EXPL 201, INTL 370 or HON 401; three of the following: MGMT 216, 325, 336, 338, 399, on INTL 372.

**Requirements for a Management Major with an Entrepreneurship Concentration:** MGMT 216, 233, 316, 318 320, 332, 416; Take one of the following: BUS 341, INTL 370, HON 401 or EXPL 201.

**Requirements for a Management Major with a Supply Chain Management Concentration:** MGMT 233, 320, 332, 333, 343, 353; Take one of the following: BUS 341, INTL 370, HON 401 or EXPL 201; Take one of the following: MGMT 453, ENGR 296, CSCI 360 or IE 350.

**Requirements for an Entrepreneurship Minor (non-majors only):** MGMT 216, 316, 416; Two of the following: BUS 341, MGMT 318, or other approved courses.

**Requirements for a Management Minor:** MGMT 210, 320, 332; Two of the following: MGMT 216, 233, 325, 336, 338, 399, or INTL 221.

**Global Business Minor:** See Interdisciplinary Minors section

**Requirements for an International Business Major:** INTL 322, 370, 372, 374, 377; one of the following: INTL 399, HIST 343 or PSCI 309; foreign language competence to the equivalent of the 202-level.

## Marketing

The Marketing program prepares students for careers in marketing and marketing-related business areas through coursework, team-based projects and co-curricular experiences. Students acquire marketing experience, analytical skills, and competency in contemporary technology necessary for success in the business world from faculty with strong academic training and extensive professional business experience.

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

BUS 201; ECON 201, 202; FNCE 300; INTL 400; MGMT 210, 449; MKTG 209; PHIL 305; and STBE 137, 237.

**Requirements for a Marketing Major:** MKTG 319, 349, 369, 499; take one of the following: MKTG 329, 339 (SLS 235), 359, 379, or 389.

**Requirements for a Marketing Minor:** MKTG 209, 499; three of the following: MKTG 319, 329, 339 (SLS 235), 349, 359, 369, 379, or 389.

## Mathematics and Statistics

The Department of Mathematics and Statistics offers a major in mathematics, along with a concentration in secondary mathematics education. The BS in Mathematics is designed for student who intend to enter the job market immediately after graduation, as well as students who intend to enter graduate programs in mathematics, statistics, or related areas. Students wishing to earn a teaching endorsement in secondary mathematics education can complete the concentration in secondary mathematics education.

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

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

## Modern Languages and Cultures

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

### Language Study and General Education

One of the SAU General Education learning outcomes is novice-high proficiency as established by the American Council on the Teaching of Foreign Languages. To demonstrate novice-high proficiency, students may do one of the following:

1. Successfully complete two (2) semesters of the same beginning language (101 and 102) at SAU or transfer equivalent credit from another college or university.
2. Complete three (3) years (or more) of study of the same foreign language in high school.
3. Earn a minimum of 6 credit hours on the CLEP Test in a foreign language. (Note: CLEP credit in a given academic

subject cannot be awarded if a student has already begun college coursework in that subject.)

4. Earn the appropriate score on the foreign language section of the SAT.
5. Achieve a score on the approved Modern Language placement test for placement in 201 or above.

A placement exam proctored by the Department of Modern Languages and Cultures is required for all students with no previous college-level language classes who wish to enroll in a language course above the 101 level.

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

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

## French Studies

The primary mission of the French Studies major is to promote French language acquisition and proficiency, global awareness, cross-cultural competency and a better understanding of the world as a globalized, interconnected community. The curriculum helps students to develop linguistic and cultural skills in order to enrich their own lives and the lives of others.

### Requirements for a Major in French Studies:

- A minimum of 18 semester credits of French (at the 300-400 level).
- One full semester study abroad. The study abroad program and all course work taken abroad for credit toward a French degree, must be approved by the French advisor or the chair of the department.
- Students must earn a grade of C or better in all required courses in order to receive credit toward the major.
- Take on campus: A minimum of 9 hours at the 300-level on the St. Ambrose campus and FREN 400 (Capstone).
- Take abroad: A minimum of 12 hours in French. Courses abroad to be chosen in consultation with the French advisor.

### Requirements for a French Secondary Education Major:

- A minimum of 18 semester credits of French (at the 300-400 level).
- One full semester study abroad. The study abroad program and all course work taken abroad for credit toward a French degree, must be approved by the French advisor or the chair of the department.
- Students must earn a grade of C or better in all required courses in order to receive credit toward the major.
- Take on campus: A minimum of 9 hours at the 300-level on the St. Ambrose campus and FREN 400 (Capstone).
- Take abroad: A minimum of 12 hours in French. Courses abroad to be chosen in consultation with the French advisor.

- Requirements for a Major in French Studies with a teaching endorsement (5-12) are: Acceptance into the Teacher Education Program (and student teaching) include a cumulative GPA of 3.0; major GPA 3.0; Education coursework GPA 3.0; an ACT score of 21 (New SAT 1070, Old SAT 1470); Passing scores in all three components of the PRAXIS CORE exam (reading, writing and mathematics); Education 205 or 207 (B or better), US History or American Government, SPED 310, EDUC 282, 284, 300, 301, 305 344; 140 hours of pre-student teaching field experiences at two different school sites plus EDUC 309, 336, 419 (see above GPA requirements). NOTE: a score of ACT 22 (New SAT 1110, old SAT 1530) for admission to the Teacher Education Program beginning with the fall 2018 semester.

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

**French Studies Minor:** See Interdisciplinary Minors section.

## German Studies

*See Interdisciplinary Minors section.*

## Spanish

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

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

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

31 hours of Spanish courses at the 300-level including:

- Core Courses, required [15 credits]: SPAN 311, 312, 313, 314, 317.
- Choose 5 courses [15 credits]: SPAN 316, 320, 332, 334, 335, 340, 341, 342, 350, or 360. (350 and 360 may be repeated if topic is different).
  - *Heritage-speakers may test out of SPAN 311; in that case, they will need 4 elective courses instead of 5.*
- SPAN 400, capstone project.
- Study Abroad in a high-language immersion program. The program and courses abroad must be pre-approved by the department. Approved programs vary in length; students should consult with their Spanish advisor for information and planning.
- 18 hours of coursework in the major must be taken on the SAU campus.

### Requirements for a Spanish Secondary Education Major:

31 hours of Spanish courses at the 300-level including:

- Core Courses, required [21 credits]: SPAN 311, 312, 313, 314, 317, 340.
- Choose three courses [9 credits]: SPAN 316, 320, 321, 332, 335, 341, 342, 350, 360 (350 and 360 may be repeated if topic is different).
  - *Heritage-speakers may test out of SPAN 311; in that case, they will need 4 elective courses instead of 3.*
- SPAN 400, capstone project.
- Study Abroad in a high-language immersion program. The program and courses abroad must be pre-approved by the department. Approved programs vary in length; students should consult with their Spanish advisor for information and planning.
- 18 hours of coursework in the major must be taken on the SAU campus.
- Requirements for a Spanish Secondary Education Majors (5-12) are: Acceptance into the Teacher Education Program (and student teaching) include a cumulative GPA of 3.0; major GPA 3.0; Education coursework GPA 3.0; an ACT score of 21 (New SAT 1070, Old SAT 1470); Passing scores in all three components of the PRAXIS CORE exam (reading, writing and mathematics); Education 205 or 207 (B or better), US History or American Government, SPED 310, EDUC 282, 284, 300, 301, 305 344; 140 hours of pre-student teaching field experiences at two different school sites plus EDUC 309, 336, 419 (see above GPA requirements). NOTE: a score of ACT 22 (New SAT 1110, old SAT 1530) for admission to the Teacher Education Program beginning with the fall 2018 semester.
- Spanish Secondary Education Majors should have two advisors: one in Spanish and one in Education

### Requirements for a Spanish Minor:

18 hours of Spanish courses at the 300-level including:

- Core Courses: SPAN 311, 312, 313, 314.
- Take at least 6 credits in: SPAN 316, 317, 320, 332, 334, 335, 340, 341, 342, 350, 360.
- Study Abroad in a high-language immersion program. The program and courses abroad must be pre-approved by the department. Approved programs vary in length; students should consult with their Spanish advisor for information and planning.
- 15 credit hours at the 300 level must be taken on the SAU campus.

Under rare circumstances, the requirement of studying abroad may be waived but the student needs to present a written petition at the beginning of the program. A decision on that request will be made in consultation with the faculty associated with that program.

**Hispanic Studies Minor:** See Interdisciplinary Minors section.

**Spanish Endorsement for Elementary Education:** Students should consult with their advisor in Education to determine the

number of Spanish credits they will need for the endorsement. The Modern Languages Department does not require, but highly recommends, the following courses for the Spanish endorsement: SPAN 311, 314, 317 and 340.

## Music

The Music Department prepares students for life-long involvement in music by developing performance skills, creativity, aesthetic judgment, historical and cultural understanding and critical thinking. The department provides the intensive professional training that aspiring musicians and educators require. It complements a broad liberal arts education and enriches the musical atmosphere and needs of the university.

The Bachelor of Arts in Music is tailored to students who intend to continue their studies in graduate school, pursue a music-related career, or perform professionally. Within this program, students with special interests are encouraged to develop individualized fields of study.

**Requirements for a Bachelor of Arts Degree with a Major in Music:** MUS 099 (every semester enrolled), **min grade C** MUS 207, 208, 221, 222, 301, 302, 307, 308, 319, 325, 326, 327, 407; seven semester credits of applied music in the same instrument or voice; MUS 201 and MUS 202 or Piano Proficiency exam; **MUS 403 - two credits of Senior Capstone**; participation in a major ensemble (band, choir, or orchestra) each semester of enrollment.

The Bachelor of Music Education prepares students to teach band, orchestra, chorus, and general music in grades K-12. Music education majors work one on one with faculty ensemble directors, and they conduct in public performances—opportunities *not* available at many other colleges and universities.

**Requirements for a Bachelor of Music Education Degree: General and Vocal, K-12 and Instrumental:** MUS 099 (every semester enrolled), **minimum grade C** 207, 208, 221, 222, 301, 302, 307, 308, 319, 325, 326, 327, 407; minimum six semesters of applied music in the same instrument or voice; MUS 201 and MUS 202 or Piano Proficiency exam; **MUS 403 - two credits of Senior Capstone**; participation in a major ensemble (band, choir or orchestra) each semester of enrollment (except the student teaching semester). For education courses required for a teaching license see the Education Department section.

- **In addition for General and Vocal K-12 track:** MUS 236, 237, 322; EDMUS 244.
- **In addition for Instrumental track:** MUS 234, 235, 238, 318, 323; EDMUS 244.

Requirements for a Bachelor of Music Education (5-12) are: Acceptance into the Teacher Education Program (and student teaching) include a cumulative GPA of 3.0; major GPA 3.0; Education coursework GPA 3.0; an ACT score of 21 (New SAT 1070, Old SAT 1470); Passing scores in all three components of the PRAXIS CORE exam (reading, writing and mathematics); Education 205 or 207 (B or better), US History or American

Government, SPED 310, EDUC 284, 300, 301; 140 hours of pre-student teaching field experiences at two different school sites plus EDUC 309, 336, 432 (see above GPA requirements). NOTE: a score of ACT 22 (New SAT 1110, old SAT 1530) for admission to the Teacher Education Program beginning with the fall 2018 semester.

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

## Nursing—BSN

### BSN Program Description

The Department of Nursing, as an integral part of St. Ambrose University, shares a mission that is consistent with the mission and beliefs of the university. The faculty assumes the responsibility to educate baccalaureate nurses within the framework of St. Ambrose University's Christian beliefs and values. We honor our history of dedication, compassion, and strength as the foundation of our core values. We investigate and interact in the dynamic healthcare arena to keep our faculty and our students at the forefront of nursing. We embrace the pursuit of knowledge, innovation, and future thinking.

The Bachelor of Science in Nursing (BSN) is earned through a four-year program of study. Upon degree completion, the pre-licensure graduate is eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Pre-licensure students are those students who do not possess a license as a Registered Nurse. BSN students are admitted to begin the major twice a year (January and August).

A different delivery method is designed for Registered Nurses (RN) seeking a BSN and that is referred to as the RN to BSN Program. The RN can earn a BSN within 2 years of full time study with advance placement credit. Differences in RN to BSN program plan of study will be specified within this catalog. RN-BSN courses are identified as (ACCEL). ACCEL courses are not available to pre-licensure students.

### Accreditation

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

The BSN program at St. Ambrose University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, (202) 887-6791. <http://www.aacn.nche.edu/cene-accreditation>.

### Admission Criteria

**All students must be officially accepted and admitted to St. Ambrose University before applying to the nursing degree program.**

To be eligible for **admission** into the Nursing Program, students must:

1. Complete application to the University and be accepted to the University.
  2. File a completed application for admission to the Department of Nursing by semester deadlines posted on the Nursing website ([www.sau.edu/Nursing.html](http://www.sau.edu/Nursing.html)).
  3. **Prerequisite Courses and Eligibility:** Complete all prerequisite courses with a C grade or higher for admission to the Nursing Program. A student who has a C- or lower grade in any of the following prerequisite courses is ineligible for admission to the Nursing Program.
    - BIOL 101 – Principles of Biology **or** BIOL 199 – General Biology I
    - BIOL 211 – Microbiology
    - BIOL 230 – Human Anatomy and Physiology I
    - BIOL 232 – Human Anatomy and Physiology II
    - CHEM 103 – Principles of Chemistry
    - PSYC 105 – Introductory Psychology
    - PSYC 212– Life-Span Developmental Psychology
    - SOC 101 – Introduction to Sociology
    - STAT 213 – Applied Statistical Reasoning for the Sciences
  4. Pre-licensure students have no more than 7 outstanding required general education credits. RN-BSN students have no more than 14 outstanding required general education credits.
  5. Achieve a cumulative grade point average (GPA) of 3.0 or above.
  6. After acceptance into the Nursing major, but prior to starting courses, students must create an account with CastleBranch to complete a criminal background check and submit evidence of all of the following:
    - a. Current certification as a Certified Nursing Assistant (certification must be active in the month in which nursing program courses begin) or RN-BSN students must submit evidence of current license as a Registered Nurse.
    - b. Complete documentation of health information including but not limited to:
      - i. Health Form: history and physical exam report
      - ii. Proof of health insurance (will be verified annually) with student name on document
      - iii. Vaccination/Immunization requirements\*
        1. QuantiFERON Gold TB blood test
        2. Hepatitis B Vaccination (series of 3)
        3. MMR Immunization (series of 3)
        4. TDaP Immunization (within past 10 years)
        5. Varicella immunization or titer
        6. Seasonal Influenza vaccination
- \*Any student requesting an exemption from the above health requirements must submit a written waiver to the Dean of the College of Health and Human Services.*
- iv. Current American Heart Association BLS or Healthcare Provider CPR certification (certification must be maintained throughout enrollment in the Nursing program)
  - v. OSHA Bloodborne Pathogen training  
BSN – training done in class  
RN-BSN – submit documentation of completed OSHA Bloodborne Pathogen training
- vi. HIPAA training  
BSN – training done in class  
RN-BSN – submit documentation of completed HIPAA training
  - vii. The following forms must be downloaded, read, and signed by BSN and RN-BSN students:
    1. Code of Conduct
    2. HIPAA Policy and Confidentiality Statement
    3. Student Disease Statement
    4. Student Consent Form
    5. Core Performance Policy
7. When a student's primary language is not English, the student must meet the SAU Admission English Language Proficiency Requirements: [www.sau.edu/International\\_Admissions/Application\\_Requirements/English\\_Language\\_Proficiency](http://www.sau.edu/International_Admissions/Application_Requirements/English_Language_Proficiency).

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

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

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

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

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

**Required Support Courses:** BIOL 101, 230, 232, 211; CHEM 103; PHIL 310 or THEO 319; PSYC 105, 212; SOC 101; STAT 213.

### **Nursing Courses Required for Non-licensed Nursing**

**Students in BSN Program:** NURS 305, 315, 325, 335, 350, 360, 365, 370, 375, 380, 395, 410, 415, 425, 435, 440, 445, 460, 465, 475, 485, and 495.

### **Nursing Courses Required for Licensed RN to BSN**

**students\*:** NURS 326, 361, 376, 411, 441, 461, 466, 476, 486.

*\*RN students are eligible for advanced placement for courses outlined below:*

Course Number	Core BSN Nursing Curriculum	Advanced Placement Credit
NURS 305	Introduction to Contemporary Nursing	3
NURS 315	Nursing Process I Across the Lifespan	3
NURS 335	Pathophysiology and Pharmacology	4
NURS 350	Applied Learning Experience I	2
NURS 365	Nursing Process II Across the Lifespan	4
NURS 370	Applied Learning Experience II	2
NURS 380	Nursing Concepts of Mental Health	3
NURS 395	Clinical Application II	2
NURS 415	Nursing Process III Across the Lifespan	3
NURS 425	Applied Learning Experience III	2
NURS 435	Concepts of Children & Women's Health	3
NURS 445	Clinical Application III	2
NURS 485	Professional Nursing Capstone (WI) – NCLEX prep	1
NURS 495	Advanced Nursing Practicum	2
<b>Total Associate Degree Advanced Nursing Placement Credits</b>		<b>36</b>

### Nursing Courses with a Clinical Component

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

1. Who has been denied licensure by the State Board of Nursing.
2. Whose license is currently suspended, surrendered or revoked in any U.S. jurisdiction.
3. Whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.

### Program Assessment

Pre-licensure students will take national performance exams at the end of selected courses. These computerized exams will provide a score indicating student performance compared to a national norm group of nursing students. After each testing, an individualized remediation program of study is generated for each student. This remediation plan will assist the student to focus on content areas requiring improvement.

### Passing Grades and Repeating Courses

To be eligible for **progression** to successive courses in the nursing major, a student must:

1. Achieve a grade of C or above in ALL nursing courses and required support courses. A student who receives one unsatisfactory grade (below C, or Withdraw) in a nursing or support course may repeat the course one time.  
A student who has two unsatisfactory attempts (C- or lower and/or Withdraws) 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.

2. Achieve a minimum of 74% average on all course exams. If the average of the exam scores for a course falls below 74%, the student will receive the exam average as the course grade.

### Fees

There are additional fees associated with the nursing program. Fees change annually and are updated at this website: [www.sau.edu/nursing/admission-and-application](http://www.sau.edu/nursing/admission-and-application).

### Philosophy

**Requirements for a Major in Philosophy:** 30 semester credits in PHIL, including: WI-200, 217, 360, WI-495; one of the following courses: PHIL 400, 405, 420 or 425; and 15 additional PHIL credits: 6 credits must be at the 300 or 400 level, 3 credits must be at the 400 level, and 6 credits from any level.

**Requirements for a Minor in Philosophy:** 15 semester credits in PHIL, including: 102 or WI-200; 217 or 360; and 9 additional semester credits: at least 3 of which must be at the 300 or 400 level, 3 of which must be at the 400 level, and 3 from any level.

**Requirements for a Minor in Applied Ethics:** 15 semester credits in PHIL, including: 207 and 343; and 9 additional semester credits from the following: PHIL 210, 302, 305, 310, or 311.

*\*Courses at the 300 and 400-level require completion of at least one course at the 100 or 200-level.*

### Political Science and Leadership Studies

For more information about Political Science and the Pre-Law program go to [www.sau.edu/PoliticalScience](http://www.sau.edu/PoliticalScience).

For information about the International Studies Major, housed in Political Science, see this catalog, or [www.sau.edu/InternationalStudies](http://www.sau.edu/InternationalStudies).

All Political Science majors are required to fill out the evaluation form when they declare the major.

### Overview of Departmental Programs

The Department of Political Science offers a major, a minor, and concentrations within the major including Public Administration, Pre-Law Studies, and International Politics. The department offers advising for pre-law students regardless of major. The Department oversees a 3 plus 3 pre-law and law degree arrangement between St. Ambrose University and the University of Iowa College of Law. Interdisciplinary minors are offered in pre-law studies or leadership. The political science majors and minors are designed to acquaint students with the broad scope of activities involved in public service, community service, and law.

**Requirements for a Major in Political Science:** 30 semester credits of political science including PSCI 101, 120, 130, WI-400 and STAT 213; plus 15 credits, including 9 credits at 300

level or above, and including at least 1 American Government, 1 International Politics, 1 Political Philosophy, and 1 Pre-Law course.

**Requirements for a Political Science Major with Pre-Law Concentration:** 33 semester credits including PSCI 101, 120, 130, WI-400, STAT 213; plus 18 credits including 4 Pre-Law courses.

**Requirements for a Political Science Major with International Politics Concentration:** 33 semester credits including PSCI 101, 120, 130, WI-400, STAT 213; plus 18 credits including 4 International Politics courses.

Also, an approved set of international courses outside the major to complete general education requirements. Students should also double major or minor in another discipline with an emphasis on international studies such as history, foreign languages, etc. Consult with the chair of political science and the chair of the other department or minor to approve program of study.

**Requirements for a Political Science Major with Concentration in Public Policy and Administration:** 33 semester credits including PSCI 101, 120, 130, WI-400, STAT 213; plus 18 credits including PSCI 360, 365, 370, 375 or 301, plus 6 credits of approved electives at the 300 level.

Public administration students must consult with the Chair of Political Science for approval of electives toward the concentration. Public Administration students are strongly encouraged to double major in another field related to public service, for instance sociology, criminal justice, psychology, etc. Public Administration students should also complete an interdisciplinary minor related to their studies such as the leadership minor, the environmental studies minor, or the pre-law minor. For approval of second major and interdisciplinary minor consult with Political Science chair, the chair of second major department, and the coordinator/director of the appropriate interdisciplinary minor.

**Requirements for a Minor in Political Science:** 18 semester credits including PSCI 101, 120, 130; 9 credits of PSCI, including 6 at the 300 level or above.

#### **Requirements for the 3 + 3 Agreement with the University of Iowa College of Law**

Students completing their third year at SAU will be certified to complete their education at the University of Iowa College of Law by satisfying the following:

- Pass PSCI 110 and one of the following with a grade of A- or better in each course: PSCI 304, 316, 320, or 360;
- Complete all SAU general education requirements;
- Complete all major or minor requirements with the exception of courses that the Department of their major or minor waives or substitutes;
- Complete all SAU graduation requirements (non-major electives or the requirement of their last 30 credits at SAU are exempt); and
- Meet all admissions criteria as determined by the University of Iowa College of Law.

For more information contact the Pre-law Director in the Department of Political Science and Leadership Studies.

**Leadership Minor:** See Interdisciplinary Minors section.

**Pre-Law Studies Minor:** See Interdisciplinary Minors section.

## **Psychology**

### **Bachelor of Arts in Psychology**

The Bachelor of Arts in Psychology degree is intended for student who are interested in the scientific study of behavior, thought processes and emotion. Students learn to recognize the importance of human diversity, multiculturalism, and how human behavior is constructed by multiple complex and interacting influences. The Bachelor of Arts in Psychology, grounded in the scientific methods, can prepare students for graduate study in psychology, as well as careers in health sciences, business, communications, economics, criminal justice, or sociology, and careers that do not require advanced training.

**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, 255, 360, 402, 403.
2. **Clinical:** PSYC 323, 324, 326, WI-342, 332, 343.
3. **Social/Developmental:** PSYC 203, 212, 306, WI-312, WI-314.
4. **Other:** PSYC 205, 321, 327, 328, 348, 331, 414 (strongly recommended for those considering advanced study).

An additional nine credit hours of psychology at the 300 level, to total 30 semester credits.

### **Bachelor of Science in Psychology**

The Bachelor of Science degree in Psychology provides firm grounding in the scientific basis of human thinking and behavior. There is increased emphasis on the role of the natural sciences in understanding thought and behavior, and more opportunities to design and conduct scientific studies. This degree option is good preparation for graduate programs in psychology that require a strong background in the natural sciences. Additionally, it can prepare students for post-graduate study in professional health science programs.

**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, 255, 360, 402, 403.
2. **Clinical:** PSYC 323, 324, WI-342, 343, 332.
3. **Social/Developmental:** PSYC 203, 212, 306, WI-312, WI-314.
4. **Other:** PSYC 205, 321, 327, 328, 348, 331, 414 (414 is strongly recommended for those considering advanced study).



5. An additional five credit hours of psychology at the 300 level, to total 30 semester credits.

In addition, Bachelor of Science students must complete BIOL 101 or 199 and 200; CHEM 103, or 105 and 106; PHYS 203 and 204 (required for DPT) or NSCI 105; MATH 171 (or higher level math; MATH 191 is strongly recommended for graduate school).

### **Bachelor of Science in Behavioral Neuropsychology**

The Bachelor of Science degree in Behavioral Neuropsychology 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 psychology or allied health professions. The major provides a course of study that integrates a fundamental grounding in psychology with the natural sciences and emphasizes the role of the brain in human behavior and cognition.

**Requirements for a Bachelor of Science in Behavioral Neuropsychology:** A minimum of 30 semester credits in psychology, including PSYC 105, STAT 213 (C+ or higher), PSYC 215 (C+ or higher), PSYC 331, 255, 360 or 402, WI-404, 403. Additional credit hours in psychology at the 300 level, to total 30 semester credits.

In addition, Bachelor of Science in Behavioral Neuropsychology students must complete BIOL 199, 200 and 230; CHEM 105 and 106; PHYS 203 and 204 (required for DPT) or NSCI 105; MATH 171 (or higher level math; MATH 191 is strongly recommended for graduate school).

### **Bachelor of Arts in Forensic Psychology**

The Bachelor of Arts in Forensic Psychology is designed for students who are interested in the relationship between the science of psychology and the criminal justice system. Different from a Criminal Justice major, the Forensic Psychology major focuses on applying the scientific knowledge of psychology in clinical, developmental, social, and cognitive areas to legal situations and human services work. The program offers training in psychological theory, research methods, and the application of psychological principles to specific areas in the legal system. The major would provide interdisciplinary background appropriate for students who intend to pursue careers in psychology, social work, law enforcement, or other criminal justice professions.

**Requirements for a Bachelor in Arts in Forensic Psychology Major:** 51 credits including PSYC 105, 215 CRJU 101, STAT 213, with a C grade; PSYC 306 or SOC 220; PSYC 321, 325, 328, WI-342; CRJU 221, 400; SOC 342; and 3 credits (maximum 6 credits) of PSYC 421.

**Students are to choose one concentration area:**

- **Concentration in Children Services (12 hours):** CRJU 316; PSYC 326, 327, and 384.
- **Concentration in Adult Services (12 hours):** CRJU 231, 313, 314; PSYC 324.

**Internship Program:** Students will be able to receive practical experience in Forensic Psychology by enrolling in internship placements in such settings as outpatient/inpatient treatment facilities, jails/prisons, state/federal courts, probation/parole facilities, community programs for treating the offender population, policing organizations, and agencies related to the family court or treatment of youthful offenders (including schools).

### **Minor in Psychology**

The psychology minor is structured such that students will develop an introductory level understanding of the knowledge, skills, and values that characterize the science and application of psychology.

**Requirements:** 15 semester credits of psychology, including PSYC 105, 215 (C or better), STAT 213 (C or better) and two or more 300-level courses.

## **Sales**

### **Bachelor of Arts in Business Sales**

To prepare students to confidently and successfully enter the business world and contribute to organizational success through and understanding of global, organizational and community markets, knowledge of evidence-based sales practices, good communication skills, compassion, and ethical integrity in decision making.

**Requirements for a Business Sales Major:** ACCT 201, 202; BUS 201; ECON 201, 202; FNCE 300; INTL 400; PHIL 305; MKTG 209; MGMT 210, 449; SLS 235 (MKTG 339), 345, 355, 365, 425; STBE 137, 237; take two courses from the following: SLS 375, 405, or 415.

**Requirements for a Business Sales Minor:** 15 credits including MKTG 209; SLS 235 (MKTG 339), 345; 6 additional credits from the SLS curriculum.

### **Bachelor of Arts in Healthcare Sales**

To prepare students to confidently and successfully enter the healthcare sales industry and contribute to organizational success through an understanding of global, organizational and community markets, knowledge of evidence-based sales practices, good communication skills, compassion, and ethical integrity in decision making.

**Requirements for a Healthcare Sales Major:** ACCT 201, 202; BIOL 205; BUS 201; CHEM 105; ECON 201, 202; FNCE 300; HS 250, 360; HSL 340; INTL 400; MKTG 209; MGMT 210, 449; PHIL 310; SLS 235 (MKTG 339), 345, 355, 365, 425; STAT 213; one course from the following: SLS 375, 405, or 415.

**Requirements for Healthcare Sales Minor:** 15 credits including MKTG 209; HSL 340; SLS 235 (MKTG 339), 345; 3 additional credits from the SLS curriculum.

## Sociology and Criminal Justice

### Criminal Justice

The criminal justice program at St. Ambrose provides students with a broad-based course of study designed to provide 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. In small, interactive classes, students receive a balanced mix of both theory and practical applications of crime control, treatment, and corrections. Criminal justice faculty members bring a wealth of field and academic experience to the classroom. It is through such an environment that our students become prepared to address the formidable challenges of a complex world and scarce resources with which Criminal Justice practitioners strive to protect the public.

**Requirements for a Criminal Justice Major:** 43 credits in Criminal Justice including:

- **Foundational Methods/Understanding:** (16 credits): CRJU 101, 200, 400, WI-407, and 430.
- **Legal/Courts:** (9 credits): CRJU 221, 316, and 411.
- **Corrections:** (6 credits): CRJU 231 and 314.
- **Law Enforcement:** (6 credits): CRJU 102 and 303.
- **Justice Issues Electives (6 credits) from the following:** CRJU 250, 313, 342, 350, 401, 402, 403, 420, 421, 487, 499; PSYC 321, 325, 328; or SOC 220, 235, 342.

**Requirements for a Criminal Justice Minor:** 15 semester credits including CRJU 101, 221, and 400.

### Sociology

The sociology curriculum empowers students to develop their sociological imaginations in order to enrich their own lives and the lives of others. In our program, you will progressively develop your sociological imagination through the study of core sociological concepts (e.g., norms, culture, stratification, social structure) and sociological theories of social life. The major in sociology equips students with the ability to demonstrate respect and empathy for persons from diverse cultures and backgrounds, to apply qualitative and/or quantitative methods to describe and explain social patterns, and to propose solutions to social problems reflecting principles of equality and social justice. Simply put, a degree in sociology will provide you with skills that are increasingly necessary for living and leading in an interconnected global world.

**Requirements for a Sociology Major:** 31 semester credits of sociology, including SOC 101, 200, WI-301, WI-407, 430 and at least one course from each of the following:

- **Self and Society:** SOC 220, 235, 375.
- **Social Organization and Change:** SOC 210, 260, 360.
- **Structures or Opportunity and Inequality:** SOC 325, 340, 350, WI-365.

An additional six credit hours of sociology to total 31 semester credits.

**Requirements for a Sociology Minor:** 15 semester credits of sociology, including SOC 101 and at least on course from each of the following:

- **Self and Society:** SOC 220, 235, 375.
- **Social Organization and Change:** SOC 210, 260, 360.
- **Structures or Opportunity and Inequality:** SOC 325, 340, 350, WI-365.

An additional three credit hours of sociology to total 15 semester credits.

### Spanish

*See Modern Languages and Cultures*

### Special Studies

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

Registered nurses who have completed an Associate Degree in Nursing or a two-year hospital nursing program may receive up to 60 additional semester credit hours and need to complete at least 60 semester credits to obtain the BSS. Additional hours beyond the 60 credits for nursing studies (up to a maximum of 90 credit hours) may be obtained from college courses taken after completion of nursing studies, through completion of CLEP exams, or for certain non-collegiate programs recognized by the American Council on Education. Registered nurses who have completed three-year hospital diploma programs may receive up to 90 hours of credit and need to complete at least 30 semester credits for the 120 hours required for the BSS.

Allied health professionals (licensed practical nurse, respiratory therapist, radiology technician, and surgical technician or operating room technician) may be able to pursue the BSS. Applicants with degrees or certificates in allied health areas will be subject to a review of their course work to determine what requirements will need to be met to receive the BSS degree.

### Program Delivery Format Options

The BSS may be taken through the St. Ambrose University ACCEL Program or through the traditional delivery format on the main campus. For more information about ACCEL and admission information, see [www.sau.edu/BSS](http://www.sau.edu/BSS).

### Requirements for the BSS Degree

The credits indicated are the minimum required in each area:

- **Skills** (13 credits): All courses required: ENGL 101 (minimum grade of C); a Communication course that includes public speaking as a major component (minimum grade of C); MATH 131, STBE 137, MATH 171 or STAT 213 or higher level math course (minimum grade of C); IL 101; KIN 206 or other Samaritan/activity course.
- **Humanities** (9 credits) from the Humanities general education category select: three courses from the following departments: History, English, International Studies, Art, and Music, Theatre or Women and Gender Studies courses.
- **Foreign Language or Multicultural Course** (3 credits) Complete the foreign language requirement; or an

International Studies or foreign language course; or a multicultural course from the following list: ENGL 221; GEOG 205; HIST 211, 212, 213, 319, 338; SOC 210; WGS 201, 315.

- **Philosophy, Theology, or Catholic Studies** (9 credits) from the Humanities general education category select: one Philosophy course, one Theology or Catholic Studies course and an additional course either Philosophy or Theology at the 300/400 level.
- **Social Sciences** (6 credits) from the Social Sciences general education category select: two courses.
- **Natural Sciences** (3 credits) from the Natural Sciences general education category select: one course.
- **General Electives** to complete 120 credits.
- **Portfolio and exit essay:** In the semester of graduation, the student will submit a portfolio of sample course work and an exit essay reviewing the partial or complete attainment of the learning objectives for the degree.

*Refer to “Courses that Meet General Education Requirements” in the Degree Information section for more information.*

- **Upper level credits:** 30 semester credits of courses designated at the 300/400 level.
- **Writing Intensive courses:** select two writing intensive (WI) with at least one at the 300/400 level.

*A minimum of 120 semester credit hours with a 2.0 major and cumulative GPA is required for a Bachelor of Special Studies degree.*

## Theatre

The Theatre Department provides students with hands-on performance and technical experience both on stage and in the classroom. A student of the Theatre Department will explore intellectually, creatively, and collaboratively in all aspects of the theatre and are challenged to effectively use his/her voice in reflecting and shaping society.

**Requirements for a Major in Theatre:** 44 semester credits of theatre courses, including THTR 105, 202, 209, 215, WI-218, 304, 305, 312, 380, 480; and 18 semester credits of theatre electives.

**Requirements for a Minor in Theatre:** 17 semester credits of theatre courses, including THTR 105, 202, 209, WI-218, 304, 380, 480; and 3 semester credits of theatre electives.

**Requirements for a Secondary Speech and Theatre Teaching Major (7–12):** 36 semester credits, including COMM 203, 228, 232, 329; EDCOMM 325; EDUC 345; THTR 202, 205, 209, 304, 305, 312, 380, 480. Requirements for a Secondary Speech and Theater Teaching Major (7-12) are: Acceptance into the Teacher Education Program (and student teaching) include a cumulative GPA of 3.0; major GPA 3.0; Education coursework GPA 3.0; an ACT score of 21 (New SAT 1070, Old SAT 1470); Passing scores in all three components of the PRAXIS CORE exam (reading, writing and mathematics); Education 205 or 207

(B or better), US History or American Government, SPED 310, EDUC 282, 284, 300, 301, 305 343; 140 hours of pre-student teaching field experiences at two different school sites plus EDUC 309, 336, 419 (see above GPA requirements). NOTE: a score of ACT 22 (New SAT 1110, old SAT 1530) for admission to the Teacher Education Program beginning with the fall 2018 semester.

## Theology

The Theology Department enables students to come to a mature understanding of and appreciation for faith through examination of the classical Judeo-Christian sources of Scripture, tradition, critical reason and human experience. Our core values are deeply rooted in the Catholic theological tradition, which embraces ecumenical diversity. The department is part of the College of Arts and Sciences and provides general education classes for all students. It also offers a major, second major and minor in Theology and participates in several interdisciplinary minors including Environmental Studies, Justice & Peace Studies, and Women and Gender Studies. The department houses the Catholic Studies and Justice and Peace minors. The department’s graduate degree, the Master of Pastoral Theology, is in the graduate section of this catalog.

### Theology Major

Students who complete a Theology major will be able to demonstrate a variety of critical methods of Biblical Interpretation; apply critical theological methods to the Christian Tradition; reflect on the relationship between theology and practice; and describe key ideas of diverse theological perspectives. Thus, students will be prepared to live their own lives of active faith and to serve others within a faith community and the world.

**Requirements for a Major in Theology:** 33 semester credits in theology including THEO 107, 110, 101 or 120, 130 or 132 (THEO 160 may substitute for one of these courses with permission from department chair); one course from historical theology including THEO 341, 342, or 344; one course from systematic theology including THEO 320, 321, 322, 323, 324, 325, or 326; one course from biblical theology including THEO 331, 332, 333, 334, 335, 336, or 337; one course from moral or pastoral theology including THEO 301, 303, 304, 305, 310, 311, 316, or 319; Senior Seminar Capstone THEO 499; plus 6 additional Theology credits at the 300 level or above. Majors must maintain a B average in theology courses with no grade lower than a C.

**Requirements for Theology as a Second Major:** 27 semester credits in theology including THEO 107, 110, 120, 130 or 132 (THEO 160 may substitute for one of these courses with permission from department chair); one course in three of the following areas: one course from historical theology including THEO 341, 342, or 344; one course from systematic theology including THEO 320, 321, 322, 323, 324, 325, or 326; one course from biblical theology including THEO 331, 332, 333, 334, 335, 336, or 337; or one course from moral or pastoral theology including THEO 301, 303, 304, 305, 310, 311, 316, or

319; Senior Seminar Capstone THEO 499; plus 3 additional Theology credits at any level.

**Requirements for a Minor:** 15 semester credits of theology including THEO 101 or 120, 110,130 or 132 and six additional Theology credits at the 300 or above level; Minor should include one course each in scripture, moral theology and systematic theology.

**Requirements for a Concentration in Youth Ministry:** THEO 101,107,130, 132, 341, 342, 391-399, recommended.

**Catholic Studies:** See Interdisciplinary Minors section.

**Environmental Studies:** See Interdisciplinary Minors section.

**Justice and Peace Studies:** See Interdisciplinary Minors section.

## Women and Gender Studies

Women and Gender Studies at St. Ambrose is an interdisciplinary program which explores and assesses human experience through the lens of contemporary scholarship on women and gender. The program focuses on issues of diversity and emphasizes student-centered pedagogy and critical thinking.

The program also implements the University's mission in that it creates a climate of learning which "fosters self-respect" and enables participants "to develop intellectually, spiritually, ethically, socially, artistically, and physically in order to enrich their own lives and the lives of others."

Although primarily academic in emphasis, the program assumes a leadership role on a campus with a long tradition of concern for social justice. Further, it recognizes the need to prepare women and men for the multicultural world in which they live and work, a world currently being transformed by feminist scholarship, critical race theory, and activism.

**Requirements for a Major in Women and Gender Studies:** (30 credits) including:

- Complete WGS 201, 325, WI-405.
- Complete at least 12 credits from Core Courses: ENGL 222; HIST 318; PSYC 203, 312; SOC 325; THEO 324; or WGS 210, 310, 315, 320, 330, 340.
- Complete no more than 9 credits from the affiliate courses: COMM 203; CRJU 487; ENGL 304; KIN-273; PSYC 205, 328; SVLN 201; SOC 325, 340, 323; THEO 305, 310, 321; or WGS 350.

**Women and Gender Studies Minor:** See Interdisciplinary Minors section.

## Undergraduate Courses

### Accounting

#### **ACCT 201. Financial Accounting • 3 credits**

Provides an understanding of the basics of financial accounting and reporting. Includes transaction analysis, recording of transactions in journals and ledgers, accounting for assets, liabilities and owner's equity and preparation of financial statements in accordance with Generally Accepted Accounting Principles (GAAP).

#### **ACCT 202. Managerial Accounting • 3 credits**

Learn how managers use accounting information to inform business decisions. Topics include product costing, budgeting, and managerial control. Prerequisites: ACCT 201.

#### **WI-ACCT 300. Intermediate Accounting I • 3 credits**

In-depth analysis of accounting principles and their potential impact on business and the profession. Includes review of the accounting cycle as well as professional readiness activities. Topics include the conceptual framework, the four financial statements, time value of money, cash and receivables. Prerequisites: ACCT 201 with a minimum of C+ in the course; ENGL 101, with a minimum grade of C. Corequisites: ACCT 202. Sophomore status. Pre-/Corequisites: STBE 137.

#### **ACCT 301. Intermediate Accounting II • 3 credits**

Continuation of WI-ACCT 300. Topics include fixed and intangible assets, investments, revenue recognition, accounting changes and corrections, and statement of cash flows. Prerequisites: ACCT 300.

#### **ACCT 302. Intermediate Accounting III • 3 credits**

Continuation of ACCT 301. Includes specialized accounting topics including investments, leases, earnings per share, accounting for income taxes and pensions, revenue recognition, full disclosure, accounting changes and errors, and the Statement of Cash Flows. Prerequisites: ACCT 300, 301.

#### **ACCT 305. Income Tax Procedures I • 3 credits**

Study federal tax structure, tax policy, tax ethical standards. The course will include the basics of tax research, compliance and administration. Course follows the AICPA Model Tax Curriculum. Prerequisites: ACCT 201, 202, with a minimum grade of C+ in both courses.

#### **ACCT 306. Income Tax Procedures II • 3 credits**

Study advanced income tax regulations as they relate to the corporation, partnership, pass through entities, as well as trusts and estates. Integrates various components of tax planning and policy in business decisions. Course covers the ever-changing tax regulations. Emphasis includes resolving tax issues, understanding administrative rules and regulations and integrating them into business and personal tax planning. Prerequisites: ACCT 305.

#### **ACCT 307. Cost Accounting • 3 credits**

Apply cost accounting techniques important in managerial decision-making and product costing. Topics include job order costing, process costing, activity-based costing, cost-volume-profit analysis, standard costing and variance analysis, differential cost analysis, capital investment decision models, just-in-time inventory, and quality issues in manufacturing. Prerequisites: ACCT 201, 202 with a minimum of C+ in both courses.

#### **ACCT 312. Accounting Information Systems • 3 credits**

Study transaction processing systems to explain how much systems are designed, used, controlled, and protected. Topics include transaction processing and enterprise resource planning (ERP), system documentation techniques, relational databases, internal control, controls for information security, processing integrity and availability. Gain hands-on experience with spreadsheets, databases, flowchart and diagram software, and general ledger and data visualization. Prerequisites: ACCT 201, 202, with a minimum grade of C+ in both courses; ACCT 300.

#### **ACCT 314. Internal Auditing • 3 credits**

Overview the internal audit function with an emphasis on computer-assisted audit techniques (CAATs). Topics include establishing the function within an organization, COSO integrated framework, the audit process, risk assessment, attribute sampling, report writing, fraud investigation, and professional ethics. Use generalized audit software to perform basic audit operations. Prerequisites: ACCT 300, 301.

#### **ACCT 360. Accounting Internship • 1-3 credits**

By working under the supervision of an accounting professional, an internship experience provides the student practical, real-world experience in the field of accounting. The student will be able to explore career interests through applying knowledge and skills learned in the classroom in a work setting. The experiences also helps students gain a clearer sense of what they still need to learn and where they still need to develop. Prerequisites: Instructor permission required.

#### **ACCT 402. Accounting Issues Seminar • 3 credits**

This course focuses on theoretical and practical issues and controversies in accounting. The course will provide the means for students to bring together previous course material learned in a meaningful manner and to relate this material to real world issues. Prerequisites: ACCT 300, 301, 302.

#### **ACCT 404. VITA Seminar • 3 credits**

This course provides a practical application of the federal income tax principles studies in ACCT 305 while providing a needed service to the Quad City community. Students participate in the Volunteer Income Tax Assistance (VITA) program at off-campus VITA sites to prepare tax returns for low- to moderate-income taxpayers. Students will also study advanced individual income tax topics in the classroom. Prerequisites: ACCT 305.

#### **ACCT 410. Advanced Accounting • 3 credits**

In-depth analysis of advanced, specialized areas of financial accounting. Topics include consolidations, Securities and

Exchange Commission (SEC) reporting requirements, partnerships, and governmental/non-profit accounting. Prerequisites: ACCT 300, 301, 302.

**ACCT 414. Financial Statement Analysis and Valuation • 3 credits**

Use advanced tools to analyze and use the information in corporate financial statements. Learn how to perform earnings-based and free cash flows-based valuation. Prerequisites: ACCT 300, 301, 302.

**ACCT 415. Auditing • 3 credits**

A detailed analysis of auditing principles and techniques. Topics include professional ethics, internal control, auditors' reports and audit procedures. Prerequisites: ACCT 300, 301, 302.

**ACCT 420. Seminar in Accounting Topics •1-3 credits**

Study of specific accounting topics, issues or themes. Topics specific when the course is offered. Students may repeat course if it is on a separate topics not previously studied for credit. Examples of topics include: financial derivatives, taxation of closely held businesses, environmental accounting, Sarbanes-Oxley and accounting ethics. Prerequisites: ACCT 301.

## Art

**+ART 100. Drawing • 3 credits**

A course in the basics of the visual language as expressed in drawing. Students draw from direct observation in different settings and learn to use a variety of media, progressing towards more expressive interpretations of content.

**+ART 120. Painting Fundamentals • 3 credits**

An introduction to painting as a medium of visual expression. Emphasis is placed upon exploration of formal and technical concerns. Paintings are created from both observation and imagination. Studies include the value scale, color theory, and color interaction.

**+ART 130. Introductory Topics • 3 credits**

An overview of the elements, principles, and processes essential to creating works of art in both two- and three-dimensional forms. Methods will include traditional and nontraditional techniques in a variety of media. Projects will also encourage the development of personal narratives and storytelling. For non-majors as well as majors.

**+ART 200. 2D Design • 3 credits**

An introduction to the elements and principles of art and design including line, shape, value, texture, and color through the use of various media. Emphasis is placed on developing visual problem-solving skills, craftsmanship, and proficiency with various art media.

**+ART 210. 3D 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 creative potential of materials.

**+ART 220. Printmaking • 3 credits**

An overview of contemporary monotype, relief, and intaglio processes. Students examine the history, development and artistic implementation of these processes through demonstration, production, presentation, and collaborative critiques.

**+ART 230. Intermediate Topics • 3 credits**

An investigation to the ways in which art elements, principles, and experimental processes can combine to create works of art in both two- and three-dimensional forms. Methods will include traditional and nontraditional techniques in a variety of media. For non-majors as well as majors.

**+ART 240. Digital Photography • 3 credits**

An investigation and 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, color theory, basic image adjustment, file management, and printing.

**+ART 250: Papermaking • 3 credits**

An introduction to the applications of handmade papermaking through creative production. Students identify and process fibers, recognize papermaking history, discuss terminology, pull high-quality production sheets, and generate multiple personalized works using a variety of innovative techniques.

**+ART 260: Bookbinding • 3 credits**

Students produce a variety of handmade binds that range from traditional to highly experimental utilizing historical perspectives and conceptual understanding. Throughout the semester students are exposed to artwork that utilizes the book form, read and respond to critical essays, and develop a creative artist's book.

**+ART 270. Multicultural Crafts • 3 credits**

This art studio course is designed to engage and challenge students in regard to the many ways the broad field of craft can be employed to create a sense of identity and purpose—both individually and collectively—and how it has remained a tool of historical preservation for many global cultures. For non-majors as well as majors.

**+ART 280. Visual Narratives • 3 credits**

The evocative and multi-faceted form of the illustrated book combines expressive writing, mixed media, letter forms, and book structures. Students will explore the organic relationship of written and visual content as well as historical and contemporary methods of creating narrative art. Prerequisites: ART 100 and 200.

**+ART 290. Screen Printing • 3 credits**

An introduction to screen printing with an emphasis on using hand drawn stencils and photo emulsion. Students will create single and multi-color editions that investigate various

conceptual ideas. Nontraditional applications of the medium are also covered.

**ART 300. Figure Composition • 3 credits**

An introduction to the study of the human form focusing on observational drawing of live models. Special emphasis on the physical effects of light, compositional strategy, and creation of narrative. Prerequisites: ART 100.

**ART 310. Figure Drawing • 3 credits**

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. This course emphasizes working from life and encourages exploration of the expressive possibilities of representational image making. Prerequisites: ART 300.

**ART 320. Advanced Printmaking • 3 credits**

An advanced exploration of book and print methods and the production of multiples expanding on processes learned in earlier Book Arts classes. Additionally, elements of low-toxic processes may be included. The class will culminate in the development of a small, but cohesive body of artwork. Prerequisites: Take one from the following, ART 220, 250, 260, or 290.

**+ART 330. Advanced Topics • 3 credits**

An investigation to the ways in which art elements, principles, and experimental processes can combine to create works of art in both two- and three-dimensional forms. Methods will include traditional and nontraditional techniques in a variety of media. For non-majors as well as majors.

**+ART 340. Painting I • 3 credits**

This course provides 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.

**+ART 350. Painting II • 3 credits**

This course continues the foundation study of painting. Study of technical aspects of oil painting is combined with awareness of the medium's expressive potential. Projects are designed to help develop the student's ability to work independently. Prerequisites: ART 340.

**WI-ART 360. Artist's Books • 3 credits**

An advanced investigation of the "book" as an artistic medium that involves students producing a number of artist's books based off of multiple genres. An in-depth analysis of contemporary book arts will be examined through presentation, research and interaction with working book artists. Prerequisites: Take one of the following: ART 220, ART 260, ART 390, or DSGN 210; and ENGL 101, with a minimum grade of C.

**ART 390. Letterpress • 3 credits**

Investigates the creative possibilities of combining traditional handset letterpress with 21<sup>st</sup> century digital technology. Students develop an awareness and appreciation for text's relationship

with design and art through contemporary production, recognition of vernacular, and association of artists working in the field. Prerequisites: ART 220 or DSGN 210.

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

Advanced studio work in student's area of concentration. In addition to completing sufficient artwork for the senior exhibit, students will create a résumé and a statement of artistic intent. Prerequisites: Senior status and instructor permission.

**ART 402. Senior Honors: Book Arts • 1 credit**

Advanced studio work in student's area of concentration. In addition to completing sufficient artwork for the senior exhibit, students will create a résumé and a statement of artistic intent. Prerequisites: Senior status and instructor permission.

**WI-ART 410. Professional Practices • 3 credits**

This course is an overview of the working methods of the professional artist and designer. Topics may 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. Prerequisites: Junior/Senior status or instructor permission; and ENGL 101, with a minimum grade of C.

**WI-ART 420. Painting III • 3 credits**

This course provides an opportunity for further investigation of an artistic medium. Students will work towards a more individualized style and investigate the role of content in art-making. Emphasis placed on the development of the skills necessary to convey ideas in a meaningful way. Prerequisite: ART 350; ENGL 101, with a minimum grade of C.

**ART 430. Painting IV • 3 credits**

An advanced studio course that provides students opportunity to continue work in a personal direction and professionalize their portfolio. Writing an artist statement, applying to exhibitions, residencies, and MFA programs are emphasized. Prerequisite: ART 420.

**ART 440. Independent Study • 3 credits**

Advanced study or research in an area agreed upon by student and instructor.

**ART 499. Internship in Art • 1–3 credits**

Selected areas of interest as per student career goals. Students engage in a supervised and evaluated experience in an appropriate workplace environment of their choosing.

## Art History

**+AH 120. Topics in Art History • 3 credits**

An introductory study of specific art historical themes, geographical regions, media, movements or artists. Topics will be announced each semester the course is offered.

**+AH 130. Introduction to Classical Studies • 3 credits**

Introduce the interdisciplinary methodology applied to the study

of classical civilizations; develop an acquaintance with the richness of the texts of the classical period; and recognize the influence of Classical Cultures on the Liberal Arts.

**+AH 250. Art Through the Ages I • 3 credits**

An introduction to the different styles and functions of art during the historical periods leading up to the late Middle Ages; provides the tools for understanding the visual culture of each period against the cultural background of their times. Focuses primarily on the Western artistic tradition.

**+AH 251. Art Through the Ages II • 3 credits**

Introduction to the different styles and functions of art during the historical periods from the late Middle Ages through the present day; provides the tools for understanding the visual culture of each period against the cultural background of their times. Focuses primarily on the Western artistic tradition.

**AH 319. Independent Study in Art History • 1–4 credits**

Individual study open to junior and senior art or art history students wishing to do further research in art history. Prior approval of instructor required.

**+AH 320. Advanced Topics in Art History • 3 credits**

Advanced study of art historical themes, geographical regions, media, movement or artists. Topics will be announced each semester the course is offered. Prerequisites: Varies depending on topic.

**+WI-AH 323. Ancient Greece • 3 credits**

Surveys the history and culture of Greece from Mycenaean times through the death of Alexander the Great and beyond. This course will focus primarily on the art and architecture of the period, but will also address a survey of primary source documents such as histories, legal and governing texts, classical works of literature, and philosophical works. Prerequisites: AH 250; ENGL 101, with a minimum grade of C.

**+WI-AH 324. Ancient Rome • 3 credits**

Survey Roman culture and history from the city's founding in the 8<sup>th</sup> century BC to the collapse of the Western Empire in the 5<sup>th</sup> century AD. Primary focus is on the art and architecture of the period, but will also survey primary source documents such as histories, legal and governing texts, classical works of literature, and philosophical works. Prerequisites: AH 250; ENGL 101, with a minimum grade of C.

**+WI-AH 326. Christian Through Byzantine • 3 credits**

Surveys the early formation and slow ascendancy of Christian culture within its broader Roman, and non-Christian, context, until post-Roman culture has developed its unique identity. The survey ends with the attempts to revive the image of the Roman Empire under Charlemagne in the West and under Justinian in the Byzantine East. Comprised primarily of artistic and architectural sources, but also includes analysis of relevant literary sources. Prerequisites: AH 250; ENGL 101, with a minimum grade of C.

**+WI-AH 343. The Medieval World • 3 credits**

An advanced survey of the art history and culture of Western Europe from the Middle Ages, including the Romanesque and Gothic periods. Studies the effect of the events and movements of the period on political, social, and intellectual life, as well as on the art and architecture of the time. Prerequisites: AH 250 or HIST 215; ENGL 101, with a minimum grade of C.

**+WI-AH 345. The Renaissance • 3 credits**

Survey art history and culture of Western Europe between 1300 and 1517. Study the effect of the events and movements of the period on political, ecclesiastical, social and intellectual life as well as on the art and architecture of the time, and involves a survey of primary source documents such as legal and governing texts, classical works of literature, philosophical works, theological works and works of art. Prerequisites: AH 251; ENGL 101, with a minimum grade of C.

**+WI-AH 346. Baroque & Rococo • 3 credits**

A survey of the history, art, architecture, and culture of Western Europe in the 17<sup>th</sup> and 18<sup>th</sup> centuries. Prerequisites: AH 251.

**+WI-AH 347. 19<sup>th</sup> Century Art History • 3 credits**

Covers the development of the major movements, ideas, and artists of Western art during the 19<sup>th</sup> century, examining examples within the cultural, social, and political context of their creation. Prerequisites: AH 250, 251; ENGL 101, with a minimum grade of C.

**+WI-AH 350. American Art • 3 credits**

Covers major issues and developments in American painting and graphic arts, from the colonial period through contemporary American art. Analyze portrayals of the nation's visual icons, investigating the ways the American visual culture has reflected the nation's history. Among the themes to be addressed are: historical development of national imagery, meanings and agendas; representations of race, class and gender; patronage in American art; art and history; art and politics; art and the frontier; art and the landscape. Prerequisites: AH 251; ENGL 101, with a minimum grade of C.

**+WI-AH 351. 20<sup>th</sup> Century • 3 credits**

Covers the development of major movements, ideas and artists of Western art, from the late 19<sup>th</sup> through the 20<sup>th</sup> centuries, examining significant examples within the cultural, social and political context of their creation. Prerequisites: AH 251; ENGL 101, with a minimum grade of C.

**+AH 352. Non-Western Art • 3 credits**

Advanced historical survey of the development of art in non-Western geographic regions. Topics announced each semester the course is offered. Prerequisites: Varies depending on topic.

**+WI-AH 353. Russia • 3 credits**

Follow the evolution of Russian art from the 10<sup>th</sup> century to the present, placing the nation's painting, sculpture, and architecture in a cultural, social, political and historical perspective. Prerequisites: ENGL 101, with a minimum grade of C.



**+AH 354. Contemporary Art • 3 credits**

Survey of contemporary art, beginning with the major art movements since World War II, with special emphasis on the art of the United States and Britain since 1970. Prerequisites: AH 251.

**+WI-AH 355. History of Graphic Design • 3 credits**

Survey differing styles, periods, significant contributors and developments within the field of graphic design. Cover the development of the major movements, ideas and artists, including precursors to the tradition, illuminated manuscripts, early print technology, the impact of the industrial revolution and photography on visual communications, illustration and poster design, international movements in graphic design (such as Arts and Crafts, or Bauhaus), and significant contemporary artists within the field. Prerequisites: AH 250, 251; ENGL 101, with a minimum grade of C.

**AH 450. Art Historical Methods and Careers • 3 credits**

Acquire a deeper understanding of Art History through an exploration of the differing methods and theories used within the discipline and its related careers. Capstone-track students will begin work on their Capstone proposals and bibliographies as a part of AH 450, while internship track students will focus on professional development research projects in support of their internship experiences. Prerequisites: AH 250, 251 or permission of the instructor.

**+WI-AH 451. Capstone Research Experience • 3 credits**

Directed individual reading, research and writing on a topic approved by the department. Prerequisites: Open only to junior and senior art history majors. Prior approval by instructor required. ENGL 101, with a minimum grade of C.

**AH 490. Internship in Art • 1–6 credits**

Gain practical experience in art history. Prior approval of instructor required. Pass/fail.

## Astronomy

**+ASTR 201. Astronomy • 3 credits**

Observational descriptions of the moon, stars, planets and galaxies. Theories of their origin and evolution. Use of telescopes and other observational equipment, and analysis of observations. Two lectures and one lab per week.

**+ASTR 221. Stellar Astronomy • 3 credits**

Detailed observational descriptions and analysis of stars, star clusters, nebulae, and other related phenomena. Theories of their formation, evolution, and death. Combined lecture/laboratory sessions. Prerequisites: MATH 171 or equivalent.

## Biology

**+BIOL 101. Principles of Biology • 4 credits**

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

science majors. Prerequisites/Corequisites: MATH 171 or higher.

**+BIOL 106. Human Genetics • 3 credits**

Introduction to principles of classical and molecular genetics and their application to human biology and society. Topics include human genetic disease, medical genetics and reproductive technology, biotechnology, and genetic engineering.

**+BIOL 109. Environmental Science • 3 credits**

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

**+BIOL 112. Humans and Disease • 4 credits**

An introduction to the biological sciences with a special focus on the functioning of the human body in health and disease. For non-science majors. Lecture and laboratory.

**+BIOL 115. The Biology of Cancer • 3 credits**

This course is designed to introduce non-science majors to science in a specific context: cancer. We will examine what is currently known about the nature, origins, and treatment of cancer along with the impact of cancer on the individual and society. For non-science majors.

**+BIOL 120. Forensic Biology • 4 credits**

Exploration of theory and application of scientific principles commonly used in solving crimes. Science comes alive as you learn how toxicology, serology, biological fluids, DNA, hairs, fibers, insects, bloodstain patterns, fingerprints, ballistics and other evidence is analyzed and interpreted. Lecture and laboratory.

**+BIOL 123. Selected Topics in Biology • 2-4 credits**

Investigation of selected biological topics not treated in regular department course offerings.

**+BIOL 199. General Biology I: Foundations of Living Systems • 4 credits**

An introduction to the theory of evolution, basics of cell chemistry and functioning, and both classical and molecular genetics. Laboratory is inquiry based and concentrates on the development of hypotheses and experimental design. Lecture and laboratory. Prerequisites/Corequisites: MATH 171 or 191.

**BIOL 200. General Biology II: Functioning of Living Systems • 4 credits**

An introduction to the comparative anatomy and physiology of plants and animals. Laboratory is inquiry based. Lecture and laboratory. Prerequisites: BIOL 199, MATH 171 or higher.

**BIOL 201. Diversity of Living Systems • 4 credits**

Study of classification and systematics of viruses, bacteria, fungi, plants, invertebrate and vertebrate animals. Exploration of ecological systems. Primary literature introduction and inquiry

driven laboratory investigation. Lecture and laboratory. Prerequisites: BIOL 199.

**BIOL 205. Essentials of Human Anatomy and Physiology • 4 credits**

This course is a one-semester essentials course that provides a systems-based introduction to the human body. Students will gain an overview of homeostatic processes and an overview of the structure and function of most organ systems. An emphasis will be placed on the musculoskeletal, cardiorespiratory, and nervous systems. This course is intended for those majors that do not require a two-semester Anatomy and Physiology course. Prerequisites: One of the following: BIOL 101, 199, or 112.

**BIOL 211. Introductory Microbiology • 4 credits**

Introduction to the cellular structures, genetic processes, metabolic activities, pathogenicity, and benefits of microorganisms with an emphasis on prokaryotes and their interactions with humans. Lecture and laboratory. Prerequisites: BIOL 101 or 199. Corequisites: BIOL 211L.

**BIOL 223. Special Topics in Biology • 3 credits**

Investigation of selected biological topics not treated in regular departmental course offerings. Prerequisites: BIOL 199.

**BIOL 230. Human Anatomy and Physiology I • 4 credits**

Systems-based introduction to the structure and function of the human body including the study of cell structure and organization, histology, the digestive system, metabolism, the skeletal system (including joints), muscle tissue and the muscular system, neural tissue, the spinal cord, and spinal nerves. Students are trained in critical thinking and application through the use of clinical case studies. The course comprises the first semester of a year-long sequence, including BIOL 232, and is intended to fulfill prerequisites for graduate programs such as Occupational and Physical Therapy or Physician Assistant. Lecture and laboratory. Prerequisites: One of the following: BIOL 101, 199, 200 or 112; CHEM 103 or 105.

**BIOL 231. Cadaver Dissection Lab • 1 credit**

A laboratory using a regional approach to anatomy utilizing human anatomical specimens (cadavers). Students gain knowledge of human anatomy and dissection experience. Enrollment is determined on a competitive basis. Applications are available from the instructor and on the Biology web page and are due March 1 each year. Pass/No Pass course. Corequisite: BIOL 230; Instructor consent required.

**BIOL 232. Human Anatomy and Physiology II • 4 credits**

Systems-based introduction to the structure and function of the human body including the study of the brain and cranial nerves, the autonomic nervous system, the endocrine system, the reproductive system, the cardiovascular system, the lymphatic system and immunity, the respiratory system, and the urinary system. Students are further trained in critical thinking and application through the use of clinical case studies. The course comprises the second semester of a year-long sequence, including BIOL 230, and is intended to fulfill prerequisites for graduate programs such as Occupational and Physical Therapy

or Physician Assistant. Lecture and laboratory. Prerequisites: BIOL 230, with a minimum grade of C.

**BIOL 251. Fundamentals of Microbiology • 4 credits**

Survey of microbial world with an emphasis on evolutionary principles underlying microbial diversity. Microorganisms from each of the three domains of life will be examined with a focus on the evolutionary relationships among organisms and their impact on the ecology and evolution of the macroscopic world, including humans. Laboratory focuses on the use of microbiological techniques to address student-developed hypotheses. This course may be used to fulfill the diversity requirement of the BS Biology major. Lecture and Laboratory. Prerequisites: BIOL 199, minimum grade of C; CHEM 105 recommended.

**WI-BIOL 300. Biological Literature and Research • 3 credits**

Introduction to literature searching, critical reading and scientific writing in the biological sciences. Required for biology majors. Prerequisites: BIOL 199 and 200 or 201; ENGL 101, with a minimum grade of C; Sophomore standing.

**BIOL 301. Cell and Molecular Biology • 4 credits**

Introduction to principles of cell structure and function with emphasis on eukaryotic cells. Laboratory focuses on current techniques in cell and molecular biology. Lecture and laboratory. Prerequisites: BIOL 199, 200; CHEM 105, 106, 207, 209; MATH 171 or higher.

**BIOL 303. Genetics • 4 credits**

Principles of heredity including classical and molecular genetics. Lecture and laboratory. Prerequisites: BIOL 199; BIOL 200 or 201; CHEM 106.

**BIOL 307. Ecology • 4 credits**

Principles of interactions of naturally occurring plant and animal populations with their physical/biological environments. Lecture and laboratory. Prerequisites: BIOL 199, 200; CHEM 105; MATH 171 or equivalent; STAT 213.

**BIOL 321. Special Topics in Field Biology and Ecology • 2–3 credits**

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

**BIOL 323. Special Topics in Biology • 2–3 credits**

Investigation of selected biology sub-disciplines not treated in the department's regular offerings.

**BIOL 330. Recombinant DNA Techniques • 4 credits**

Instruction and experience in the manipulation and study of genetic material. Introduction to some instruments and techniques used in a modern molecular biology laboratory. Prerequisites: BIOL 199, 200, or instructor permission.

**BIOL 348. Evolution • 4 credits**

Introduction to theory of organic evolution including discussion of mechanisms of evolutionary change and the history of life.

Lecture and laboratory. Prerequisites: Two of BIOL 301, 303, and 307, or instructor permission.

**BIOL 401. Biological Research I • 1–3 credits**

Investigation of a specific research problem in the biological sciences. Prerequisites: Instructor Permission.

**BIOL 402. Biological Research II • 1–3 credits**

Investigation of a specific research problem in the biological sciences. Prerequisites: BIOL 401; Instructor Permission.

**BIOL 550. Human Gross Anatomy • 5 credits**

This intense, eight-week advanced course in the study of the human body involving cadaver dissection. A regional-based approach emphasizing the relationships of anatomical structures will be used. Students will apply knowledge of anatomy to clinical practice. Some discussion of embryonic development and how it relates to adult anatomy will occur. Also, students will be introduced to cross-sectional anatomy and radiology as it pertains to medical imaging. Lecture and laboratory. Prerequisites: Admission to Master of Physician Assistant Studies (MPAS) program or permission of instructor.

## Business

**BUS 201. Legal Environment of Business • 3 credits**

A practical overview of the law in relation to the transaction of business, with particular attention given to the study of material on law and regulation for managers. Prerequisites: Sophomore standing or above.

**BUS 341. Internship in Business • 3–6 credits**

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

**BUS 345. Independent Studies • 1-3 credits**

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

## Catholic Studies

**+CATH 201. Introduction to Catholic Studies • 3 credits**

Interdisciplinary foundations course. An introduction to the rich heritage of the Catholic intellectual tradition, including Church teachings, Catholic literary and artistic expressions, and contemporary issues in the Catholic community. Prerequisites: One 100- or 200-level Theology course or instructor permission.

**+CATH 355/EDUC 355. Methods of Teaching the Catholic Faith (K-12) • 3 credits**

For 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. Complete a practicum experience in teaching the Catholic faith at a selected grade level. Prerequisites: EDUC 205 or 207; 6 credits from THEO or CATH.

**+CATH 401. Catholic Studies Capstone • 1-3 credits**

Student-selected/faculty approved experience which combines field experience and individual research. The capstone project/paper affords the student an opportunity to assess their understanding of the Catholic Intellectual tradition as applied to their field of study and chosen profession. Prerequisites: CATH 201, THEO 141 and at least 6 credits in Catholic Studies minor.

## Chemistry

**CHEM 100. Preparatory Chemistry • 3 credits**

An introduction to general chemistry principles and calculations aimed at preparing students for CHEM 105. Topics include metric units, dimensional analysis, basic atomic structure, chemical nomenclature, the mole, reaction stoichiometry, and concentration, with an emphasis on mathematical skills and problem solving. Strongly recommended for students lacking a strong background in chemistry and/or mathematics. Pre-/Co-requisites: MATH 171.

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

Survey of concepts and applications for students with limited chemistry backgrounds and who require only one semester of chemistry. Topics selected from inorganic, organic, and biological chemistry. Lecture and laboratory. Prerequisites/Corequisites: MATH 171.

**+CHEM 104. Chemistry for Engineering Students • 4 credits**

This is a one semester course in chemistry for engineering majors. Topics include the theories of atomic and molecular structure, chemical equations and stoichiometry, chemical thermodynamics, kinetics, equilibrium and electrochemistry. The laboratory develops lab skills and re-enforces the lecture topics. Lecture and laboratory. Prerequisites/Corequisites: MATH 171; engineering majors.

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

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. Prerequisites or Corequisites: MATH 171; high school chemistry recommended.

**CHEM 106. General Chemistry II • 4 credits**

Continuation of CHEM 105. Topics include kinetics, equilibria, thermodynamics, electrochemistry, acid-base chemistry and topics in descriptive chemistry of metals, non-metals and organics. Lecture and laboratory. Prerequisites: CHEM 105; MATH 171.

**CHEM 108: Introduction to Chemical Research (Honors) • 1 credit**

This laboratory course focuses on chemical research, including learning instrumental methods routinely used. Working in teams, students identify a problem suitable for study, formulate a research plan, collect and analyze data and present their

results. Prerequisites/Corequisites: CHEM 106 and instructor consent. This course may be repeated one time.

**CHEM 110. Laboratory Safety • 1 credit**

Fundamentals of laboratory safety. Satisfies OSHA Right-to-Know training for student laboratory workers. Topics discussed include regulatory codes, guidelines and techniques in lab safety, identification and handling of hazards, information resources, and emergencies. Prerequisites: CHEM 105.

**+CHEM 120. Chemistry of Art • 3 credits**

Introduction to chemical principles for non-science majors with emphasis on the application of chemistry to the media and processes used in art. Studies investigate properties and formulations of materials as well as the chemical and physical changes that occur in their use. Lecture and laboratory.

**CHEM 150. Career Exploration in Chemistry • 1 credit**

Students will investigate various career options within the chemical sciences through reading information on specific job opportunities provided by professional organizations, engaging in job shadowing experiences and informal discussions with professional chemists. Pass/No Pass. Prerequisites: CHEM 105.

**CHEM 207. Organic Chemistry I • 3 credits**

Introduction to the structure, nomenclature and reactions of important classes of organic compounds including hydrocarbons, halides, alcohols, ethers, and carbonyl compounds. Structure-reactivity relationships and basic reaction mechanisms are stressed. Prerequisites: CHEM 106.

**CHEM 208. Organic Chemistry II • 3 credits**

A continuation of CHEM 207. Topics include molecular orbital theory of conjugated systems, electrophilic and nucleophilic aromatic substitution, carbanion reactions, the chemistry of nitrogen-containing compounds and further work with stereochemistry. Strategies for organic synthesis are introduced and illustrated throughout the course. Prerequisites: CHEM 207.

**CHEM 209. Organic Chemistry Laboratory I • 1 credit**

Theory and practice of methods for preparation, purification and characterization of organic compounds. Techniques studied include recrystallization, distillation, extraction, chromatography and determination of physical properties. Prerequisites/Corequisites: CHEM 207.

**CHEM 210. Organic Chemistry Laboratory II • 1 credit**

Continuation of CHEM 209. Emphasizes use of modern instrumental methods for monitoring chemical reactions and elucidating the structures of organic compounds. Practice provided in the collection and interpretation of data using mass, ultraviolet-visible, infrared and nuclear magnetic resonance spectroscopy. Prerequisites: CHEM 207, 209.

**CHEM 301. Quantitative Analysis • 3 credits**

Study of the theory of chemical equilibria as it applies to gravimetric and volumetric analysis and to precipitation, acid-base chemistry, electrochemistry, and chromatography. The topics include statistical analysis, basic instrumental design, and

calibration. Pre-/ Corequisites: CHEM 207. Corequisites: CHEM 302.

**CHEM 302. Quantitative Analysis Laboratory • 1 credits**

Laboratory experience with basic quantitative techniques including gravimetric and volumetric analysis through chromatography and electrochemistry. This includes statistical methods of data analysis. Corequisites: CHEM 301.

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

Basic theory, operation, and application of techniques of instrumental chemical analysis. Includes spectroscopy, chromatography, and electrophoretic methods. Lecture and laboratory. Prerequisites: CHEM 301.

**CHEM 313. Physical Chemistry I • 4 credits**

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

**CHEM 314. Physical Chemistry II • 4 credits**

Principles and applications of quantum mechanics. Lecture and laboratory. Prerequisites: CHEM 106, MATH 192; and PHYS 204 or 251.

**CHEM 319. Biochemistry • 3 credits**

An introductory course for chemistry majors that introduces thermodynamics and biological oxidation-reduction reactions; structure, metabolism, and synthesis of proteins, carbohydrates, lipids, and nucleic acids; enzyme kinetics, photosynthesis, and transfer of genetic information. Prerequisites: CHEM 106, CHEM 208, both with a minimum grade of C.

**CHEM 320. Biochemistry Laboratory • 1 credit**

The laboratory course provides experience with macromolecular separation and characterization. Techniques include chromatography, electrophoresis, enzyme concentration and kinetic assays, lipid isolation and analysis, metabolic investigations using Fourier transform magnetic resonance spectroscopy (FTNMR), and DNA profiling. Corequisites: CHEM 319.

**CHEM 321. Advanced Inorganic Chemistry • 4 credits**

Advanced topics in inorganic chemistry emphasizing structure, periodicity, bonding, spectroscopy, transition metal chemistry and reactions. Lecture and laboratory. 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. Prerequisites: MATH 192; CHEM 303.

**WI-CHEM 350. Introduction to Chemical Literature and Writing • 3 credits**

Introduction to literature searching, critical reading, and scientific writing. Required of all majors. Prerequisites: ENGL 101, with a minimum grade of C. Corequisites: CHEM 303.

**CHEM 428. Chemical Research I • 1 credit**

You will propose a research question based on a review of the literature and design the strategies to attack the problem.

Prerequisites: Instructor consent.

**CHEM 429. Chemical Research II • 1 credit**

This course is a continuation of CHEM 428. After establishing a robust methodology, you will collect and analyze the data and finally present your research project results. Prerequisites: CHEM 428 and instructor consent.

**CHEM 440. Chemistry Internship • 1–2 credits**

Students work part time in the laboratories of local industrial, clinical or government employers, gaining practical experiences in the application of chemistry to “real world” problems.

Prerequisites: Instructor consent.

**Communication****+COMM 129. Introduction to Public Speaking • 3 credits**

Introduction to public speaking principles, emphasizes fundamentals of organization, development and delivery of informative and persuasive oral presentations. Extemporaneous style of delivery stressed.

**+COMM 132. Survey of Human Communication • 3 credits**

Introduction to human communication theory in a variety of communication contexts including but not limited to interpersonal, small group and public speaking. Apply these theories and skills in oral presentations, group projects, and formal papers.

**+COMM 203. Interpersonal Communication • 3 credits**

Introduction to intrapersonal and interpersonal communication processes, perception, and decision-making. Verbal and nonverbal codes, transactional styles, and techniques of enhancing interpersonal relationships.

**COMM 224. Radio and Television Production • 4 credits**

Theory and intense studio practice in all phases of radio and television production, culminating in presentation and critical evaluation of student-created programs.

**COMM 225. Introduction to Visual Communication • 3 credits**

Introduction to the practical, theoretical and evaluative aspects of layout and design for printed or on-screen presentation. Includes hardware, software and terminology using personal computers for desktop publishing or website creation.

**+COMM 228. Argumentation and Advocacy • 3 credits**

Introduction to principles of argumentation. Emphasizes critical analysis of evidence through reasoning and persuasion, as well as the use of argumentation theories and components. Apply concepts in oral presentations, group projects and formal papers.

**WI-COMM 230. Media Writing • 3 credits**

Develop skill in basic reporting and news-writing techniques.

Focuses on writing and reporting for newspapers and organizations. Establishes the foundation for public relations and broadcast writing. Prerequisites: ENGL 101, with a minimum grade of C.

**+COMM 232. Media and Society • 3 credits**

Study ethics, rights, responsibilities and the place of mass media in social change and social planning.

**COMM 233. Topics in Communication • 3 credits**

Studies various topics associated with the field of communication. Specific topics are chosen by the faculty pursuant to faculty and student interest. Course may be repeated when topic changes. Prerequisites: COMM 232.

**COMM 240. Principles of Public Relations • 3 credits**

The history, tools and theories of public relations. Studies how public relations fits into an organization’s marketing program; the practice, procedures and duties of public relations professionals; and tactics used to develop a communication plan consistent with the organizational goals.

**COMM 251. Public Relations Techniques • 3 credits**

Intermediate course in reporting and writing news, features, releases, newsletters, fact sheets, press kits, direct mail, advertising as well as basic business documents used in professional public relations. Stresses information gathering, excellence in writing, and adherence to professional style. Prerequisites: COMM 230.

**COMM 305. Media Theory and Ethics • 3 credits**

Study of ethical, theoretical, and historical principles and the application of these principles to situations relevant to decision-making in mass media. Using case studies and current events, integrate the principle studies with the practical, everyday conflicts present in today’s mass media. Prerequisites: COMM 232.

**WI-COMM 306. Group Dynamics and Methods of Decision-Making • 3 credits**

Emphasizes the relationship between the dynamics of group processes and their effect on the methods by which decisions are made. Key concepts include but are not limited to cohesion, norms, socialization, roles and decision-making tools. Group presentations required, and all papers will adhere to APA guidelines. Prerequisites: ENGL 101, with a minimum grade of C; Junior status or permission of instructor.

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

Intermediate course in planning and writing print, electronic media, out-of-home, and Web-based writing for consumer and b2b advertising. Analyze and create messages for advertisements in a variety of media with emphasis on information gathering, persuasive writing, and integration of verbal and visual elements of the message. Prerequisites: STBE 137; COMM 225, 230.

**COMM 326. Communication and Technology • 3 credits**

Relationship between communication and technology. Emphasizes the historical nature of the relationship and how new technologies influence human communication in the context of interpersonal, groups, organizations and society.

**COMM 327. Organizational Communication • 3 credits**

Emphasizes planning, organization and control. Examines how systems work, role of internal communication, flow, content, interpretation of messages, problem-solving, avoiding communication breakdowns, changing attitudes, motivation, leveling, interpreting management's point of view. Investigates internal and external types of communication, dyads, interviewing and counseling, selling and persuading.

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

Application of rhetorical theories to develop, organize, and present credible oral presentations for professional business settings. Emphasis is on establishing speaker credibility for a variety of topics to include expository and marketing-sales presentations. Prerequisites: Sophomore status or instructor permission. Recommended prerequisites: COMM 129 or prior public speaking experience.

**WI-COMM 331. Advanced Media Writing • 3 credits**

Experience in beat reporting, exploration of depth reporting and features, editing, headline writing and page layout. Prerequisites: COMM 230; ENGL 101, with a minimum grade of C.

**COMM 332. Print News Practicum • 1–6 credits**

Supervised experience in print journalism working with *The Buzz*. 1–3 credits each semester not to exceed six credits toward graduation. Prerequisites: Instructor permission.

**COMM 334. News Broadcasting • 3 credits**

Learn to report, write, and edit for radio and TV news. Topics include writing for the ear, audio and video usage, developing sources and story ideas, interviewing, story structure, picking sound bites, producing and ethics. Stories are submitted for airing on KALA or TV-11. Prerequisites: COMM 224, 230.

**COMM 335. Techniques in Audio Production • 3 credits**

The applied integration of sound, context, function, aesthetics and technology in digital audio for contemporary media production. Focus on elements of sound and sound aesthetics, as well as digital recording, storage, distribution and editing techniques in the design and development of audio projects for radio, television, and Web applications. Prerequisites: COMM 224.

**COMM 337. Television Practicum I • 3 credits**

Students work on SAUtv programs, especially weekly *Dateline SAU* newscast, to write, shoot, anchor, produce and direct on a rotation basis. Each week, one class is used for planning/critique and the other for actual production. Lab students also help with other productions where limited television experience is required, are assigned crew positions, and have opportunities for on-the-air experience in all phases of studio and remote production. Prerequisites: COMM 224.

**COMM 338. Television Practicum II • 3 credits**

Advanced practical experience in studio and remote programs produced by SAUtv. Students work as floor directors, camera operators, news photographers, announcers, nonlinear audio and video editors, directors, producers, and as audio, video and lighting technicians. Prerequisites: COMM 224, 337; or instructor permission.

**COMM 339. Broadcast Technologies • 3 credits**

User/operator/manager-oriented course in present and future technologies for communication industries. Advanced desktop communication techniques are included. Prerequisites: COMM 224, 225, 337, 338.

**COMM 340. Global Communication • 3 credits**

Explores how diverse underlying cultural orientations and patterns influence communication behaviors within and between cultures. Theoretical and practical aspects of intercultural communication will be addressed with a focus on how students can apply alternative communication strategies that result in effective intercultural outcomes. Prerequisites: Junior status.

**COMM 353. Cases and Research in Strategic Communication • 3 credits**

Introduction to methods of information gathering used to plan and evaluate public relations strategies and campaigns. Includes secondary research, focus group research, content analysis, and survey research. Prerequisites: COMM 230, STBE 137.

**COMM 354. Advanced Reporting • 3 credits**

Supervised experience developing, researching writing and presenting campus and local news. Students will function in class as beat reporters for either KALA-FM or TV-11. Prerequisites: COMM 224, 230, 334.

**COMM 360. Special Topics in Communication • 3 credits**

Study various topics associated with the field of communication. Specific topics chosen by faculty pursuant to faculty and student interest. Course may be repeated when topic changes.

**COMM 361. Topics in Strategic Communication • 3 credits**

Learn to creatively use the principles, theories, and tools associated with public relations, advertising, and social media to identify, establish and maintain mutually beneficial long-term relationships between organizations and their publics. Prerequisites: COMM 232.

**WI-COMM 375. Media Programming and Management • 3 credits**

Study 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. Study media organization, structure, and behavior. Practically apply theories through writing projects. Prerequisites: ENGL 101, with a minimum grade of C; Junior/Senior status.

**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 no more than two credits. Prerequisites: 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. Prerequisites: Instructor permission.

**COMM 399. Internship in Communication • 2–5 credits**

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. Complete a résumé for use in interviewing for the internship. Prerequisites: Instructor permission, approval by department chair.

**WI-COMM 405. Strategic Communication Campaigns • 3 credits**

Advanced course in researching, planning, communicating, and evaluating a communication campaign. Special attention given to public relations and marketing communication. Use case studies and a campaign project to provide a practical application of theories. Prerequisites: COMM 240, 251; ENGL 101, with a minimum grade of C. Prerequisites/Corequisites: COMM 353.

**WI-COMM 432. Media Law • 3 credits**

Provides understanding of historical, legal and ethical issues involved in freedom of expression. Principles and case studies in communication law, constitutional guarantees, libel, privacy, contempt, privilege, copyright, regulatory agencies, and public policy. Discuss major court decisions in each area of communication law and historical/political climate out of which the cases emerged. Prerequisites: ENGL 101, with a minimum grade of C; Junior/Senior status.

**COMM 454. Contemporary Journalism • 3 credits**

Capstone course in writing/reporting sequence. Study the best in American journalism across print, broadcast, and digital media and examine that work in the context of contemporary standards. Use these techniques and standards while developing research, writing, and presenting news for media audiences. Prerequisites: COMM 224, 230, 232, 334; ENGL 101.

**COMM 475. Convergent Electronic Production Capstone • 3 credits**

Produce a trailer and prospectus for a new audio or video program. The trailer employs a structure appropriate to the genre of the proposed program and advanced techniques of shooting and editing, including hand-held and stationary cameras, audio and microphone techniques and field lighting. Includes discussion of career opportunities and preparation of an audition portfolio. Prerequisites: COMM 224, 305, 337, 375, and 432.

## Criminal Justice

**+CRJU 101. Introduction to Criminal Justice • 3 credits**

Historical and philosophical account of the development of American criminal justice with emphasis on constitutional requirements. Survey of enforcement, court and corrections subsystems on a national, state, and local level.

**CRJU 102. Introduction to Law Enforcement • 3 credits**

Introduction to the social scientific study of police in the United States. Examine the historical development of police, the functions of police, different types and styles of policing, and factors affecting policing in the U.S. Prerequisites: CRJU 101.

**CRJU/SOC 200. Research Methods in Sociology and Criminal Justice • 3 credits**

Introduce undergraduate sociology and criminal justice majors to the social science methodology used to explore and explain the phenomenon of social problems, especially crime and criminal justice. Focus on how social scientists develop research designs and the methods with which they analyze data. Prerequisites: SOC 101 or CRJU 101.

**CRJU 221. Criminal Law and Procedure • 3 credits**

Examines the goals and purposes of American criminal law. Explores elements of crime, criminal defenses, and basic police procedures, such as searches and seizures, interrogations, and testimony. Prerequisites: CRJU 101.

**CRJU 231. Contemporary Corrections • 3 credits**

Developmental history of American corrections with emphasis on contemporary issues related to the correctional system and process, correctional clientele, treatment of inmates in institutions and community programs and the future of correctional practice. Prerequisites: CRJU 101.

**CRJU 250. Crime Film and Popular Culture • 3 credits**

Examines the criminal justice system through crime film and popular cultural productions. Examples include prosecutorial misconduct, application of excessive force, police brutality, racial profiling, and passing and enforcing unjust laws. Examine dilemmas about crime in law enforcement, corrections, and the courts as represented in film, synthesizing theoretical, historical, and interrelationship of crime and the criminal justice system and their evolution in the political/cultural/historical contexts seen in film and popular culture. Prerequisites: CRJU 101.

**CRJU 303. Police, Problems, and Practices • 3 credits**

Examines how law enforcement agencies, faced with budgetary constraints, balance social, legal and political interests when developing responses to community problems. Explore issues of accountability and responsibility, civil liability, and integration of technology, police misconduct, excessive use of force, and selection. Prerequisites: CRJU 101, 102.

**CRJU 313. Offender Treatment and Theories • 3 credits**

Discusses the foundations of correctional settings. Discuss theories pertaining to the treatment of offenders as well as the classification of offenders. Prerequisites: CRJU 101.

**CRJU 314. Probation, Parole, and Community Corrections • 3 credits**

Examine probation and parole, treatment philosophies, and strategies for supervision in the community. Practice in use of pre-sentence investigation and examination of innovations in community-based correctional alternatives. Prerequisites: CRJU 101.

**+CRJU 316. Juvenile Justice • 3 credits**

Crime and delinquency as an individual and social problem. Included are conceptual models of social deviance, theories of criminal and delinquent behavior and the administration of justice in democratic society. Applied research project required. Prerequisites: CRJU 101 or SOC 101.

**CRJU 342. Criminal Evidence and Investigation • 3 credits**

Examine the process of investigating crimes beginning with the first officer on the scene and ending with prosecution. Emphasis is placed on search and seizure, suspects' rights to counsel, interviewing practices, and expert witnesses. Prerequisites: CRJU 101.

**CRJU 350. Serial Homicide • 3 credits**

Examine the phenomenon of the serial killer from the perspectives of psychology, sociology, and criminology. It explains the emergence and significance of the term, and analyzes the contribution of the FBI in establishing the serial killer in the public mind as a particularly modern type of social problem requiring the knowledge of science and technology to control. Analyze the phenomenon from a historical and cultural anthropological perspective, giving consideration to the ways that technologies have been used to react to, define, and create the images that haunt us. Prerequisites: CRJU 101.

**CRJU 400. Criminological Theory • 3 credits**

Examines theories of crime causation. Topics covered include: prominent theories in the study of crime, the use of official and unofficial statistics in assessing crime in US society, the interplay of theory and social policy/program implementation. Prerequisites: CRJU 101; 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**

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**

Capstone seminar focused on analysis and evaluation of current practice in criminal justice, with emphasis on ethical and operational issues confronting the criminal justice practitioner. Prerequisites: CRJU 400, 430; ENGL 101, with a minimum grade of C.

**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. Explore the rights of the accused that are protected by the Constitution. Prerequisites: CRJU 101.

**CRJU 420. Applied Forensics Theory • 3 credits**

Provides criminal justice students with direct instruction in applying forensic science to criminal investigations. Course consists of brief lectures, class discussions, guest speakers, and in-class experiments and demonstrations. Prerequisites: CRJU 101.

**CRJU 421. Practicum • 3–6 credits**

Field observation and research under professional supervision in a criminal justice or human services related agency. Arranged by the department with chair approval. Pass/No Pass course.

**CRJU/SOC 430. Data Analysis in Social Research • 4 credits**

Provides students with a practical introduction to the logic of social science research and the process of data analysis. The focus will be on the statistical methods used to answer sociological questions and to explore and explain phenomenon relating to the study of crime and criminal justice system. In the lab, students will use current General Social Survey data (GSS) to develop competency in analyzing social data by using computer software designed for data analysis and management (e.g., SPSS). Prerequisites: SOC 200 or CRJU 200.

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

Examines and addresses stereotypes surrounding the issues of race and class and their impact on the criminal justice system. Discusses how race and class influence the decision-making process from arrest through sentencing. Prerequisites: CRJU 101.

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

Examines the four justice traditions covering most of the world's legal systems, including the Common, Civil, Socialist, and Islamic traditions. Examine justice systems of countries representative of each tradition. Prerequisites: CRJU 101.

## **Computer & Information Sciences**

**+CSCI 101. Computers in Society • 3 credits**

Focuses on the effects of computer integration and connectivity in our everyday lives, including: human-human interaction, human-device interactions, social and behavioral effects, ethical considerations, and legal concerns that contemporary societies face in the age of continuously connected computing. Core topics include: personal and social responsibilities with social



media, individual privacy, personal and information security, and cyber-activism.

**CSCI 120. Introduction to Computing • 3 credits**

Survey of computer systems, the role of the computer in different disciplines. Applications covered include the Office Suite (word processing, spreadsheet, and database), web browsing, and Internet research.

**+CSCI 140. Foundations of Computer Science • 3 credits**

Introduces the software and hardware components that comprise modern computer systems. It approaches problem solving through algorithms and their implementation in programming languages. It presents elementary concepts of computer architecture and the constraints such architectures impose on the representation of data and on the efficiency of operations. It provides a brief overview of networking, security, and representative software applications. *CIS Department majors/minors must pass this course with a C or better.*

**CSCI 185. Script Programming • 3 credits**

Introduces the fundamental concepts of script programming with an emphasis in automating common system management tasks. Topics include simple data types, control structures, arrays, and string handling.

**CSCI 195. Object-Oriented Programming I • 3 credits**

Introduces the fundamental concepts of programming from an object-oriented perspective. Topics include simple data types, control structures, an introduction to array and string data structures and algorithms, and debugging techniques. The course emphasizes good software engineering principles and developing fundamental programming skills in the context of a language that supports the object-oriented paradigm. *CIS Department majors/minors must pass this course with a C or better.*

**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. *CIS Department majors/minors must pass this course with a C or better.*

**+CSCI/MATH 281. Discrete Structures • 3 credits**

Introduction to discrete mathematics as used in computer science. Topics include propositional and the predicate logic, simple circuit logic, elementary number theory, sequences and summations, methods of proof (direct, by contradiction, by contraposition, by induction), set theory, graph theory, combinatorics, and discrete probability.

**CSCI 294. Contemporary Programming • 3 credits**

Addresses the design, implementation, and testing of computer programs using a contemporary programming language different than CSCI-195. The specific programming language used may vary among course offerings. This course may be repeated for credit provided the programming language is not repeated.

Prerequisites: CSCI 185, with a minimum grade of C or 195, with a minimum grade of C.

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

Continuation of CSCI 195. Examine advanced programming language techniques as they apply to problem solving. Topics included inheritance, multi-threading, network programming, recursion, and an introduction to data structures. All topics stress good software engineering practices and debugging techniques. Prerequisites: CSCI 195, with a minimum grade of C.

**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. Explores modeling techniques throughout the SDLC by using CASE technologies. Prerequisites: CSCI 195; with a minimum grade of C.

**CSCI 310. Data Structures • 3 credits**

Introduces the fundamental concepts of data structures and the algorithms that proceed from them. Topics include recursion, fundamental data structures (including stacks, queues, linked lists, hash tables, trees, and graphs) searching and sorting, and the basics of algorithmic analysis. Many data structures are implemented using a high level programming language. Prerequisites: CSCI 281 and 295. *Data Science majors can take MATH 300 in lieu of CSCI 281.*

**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, and multiprocessing. Prerequisites: CSCI 140, with a minimum grade of C; and CSCI 281.

**CSCI 330. Web Programming • 3 credits**

Examines both client-side and server-side programming. Client-side programming includes JavaScript, HyperText Markup Language (HTML5), Cascading Style Sheets (CSS3), and the Document Object Model (DOM). Server-side programming includes web servers, PHP, and MySQL. Prerequisites: CSCI 185, , with a minimum grade of C or 195, with a minimum grade of C.

**CSCI 360. Database Management Systems • 3 credits**

Introductory course stressing the role of databases and database management systems in contemporary organizations. Relational database design, implementation, and maintenance techniques are introduced through the use of Entity-Relationship diagrams, structured query language and normalization processes. Prerequisites: CSCI 195, with a minimum grade of C; or CSCI 140, with a minimum grade of C.

**CSCI 365. TCP/IP Fundamentals • 3 credits**

Study the Transmission Control Protocol/Internet Protocol (TCP/IP) and its auxiliary protocols. Topics include - TCP/IP TCP functions, IP addressing, ARP, DHCP, DNS, SSH, firewalls, routing, subnetting and supernetting, VLANs, and internet security. Prerequisites: CSCI 140, with a minimum grade of C, and 270, with a minimum grade of C.

**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 are introduced. Hands-on work with compromised systems and case studies of computer break-ins. Prerequisites: CSCI 270, with a minimum grade of C; and CSCI 365.

**CSCI 393. Algorithm Design and Analysis • 3 credits**

Introduces formal techniques to support the design and analysis of algorithms, focusing on both the underlying mathematical theory and practical considerations of efficiency. Topics include algorithm design techniques (brute force, divide and conquer, dynamic programming, and greedy), asymptotic complexity bounds, recurrence relations, sorting, searching, basic graph algorithms, and NP-completeness. Prerequisites: CSCI 195, with a minimum grade of C; and CSCI 281.

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

Study of theoretical aspects of programming languages. Topics include general syntax and semantics, axiomatic semantics, context free grammars, regular expressions, finite automata, Turing machines, and parameter passing. Imperative, Functional and Logic programming paradigms are explored. Prerequisites: CSCI 185, with a minimum grade of C or 195, with a minimum grade of C.

**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 185, with a minimum grade of C or 195, with a minimum grade of C.

**CSCI 415. Computer and Network Security • 3 credits**

Presents the basic concepts and techniques for securing a computer system and for securing information systems in a network environment. Topics include site security, security management, intrusion detection/protection, integrity management, and event recovery. Prerequisites: CSCI 270, with a minimum grade of C.

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

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 examine case studies of data storage images. Prerequisites: CSCI 140, with a minimum grade of C. and 270, with a minimum grade of C.

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

Explores legal, ethical, and social implications of computing from the perspectives of citizen and computing professionals. Examines ethical theory in the context of computing, ethical codes for computing professionals, and current law and court precedents as they pertain to ownership of software and digital creations, privacy, free expression, and data security. Topics include the impact of electronic media on intellectual property, privacy threats from government and business databases, censorship of the Internet, government control of encryption, computer system reliability, and hacking and computer crimes. Prerequisites: ENGL 101, with a minimum grade of C; and Junior or senior standing.

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

Get experience designing, installing, and managing a computer network using a current Network Operation System. Topics include Cisco Routing, Windows Server, and UNIX. This course may be repeated for credit as long as the topic is not repeated. Prerequisites: CSCI 270, with a minimum grade of C.

**CSCI 470. Advanced Computer Networks and Data Communications • 3 credits**

Extends understanding of network topics such as network protocols, topologies, frame relay, ATM, virtual networks, WAN, encryption, and other current topics. Prerequisites: CSCI 270, with a minimum grade of C.

**CSCI 475. Capstone Seminar • 3 credits**

General topics and readings in core computer networking technologies and management issues providing a foundation for integrating communications skills through research paper development, technical writing, group decision-making, and business presentations. Prerequisites: Senior standing in CNA major.

**CSCI 480. Topics in Computer Science • 1–3 credits**

This course serves as a vehicle for offering a variety of topics in the rapidly changing field of computing. The course may be repeated with different topics. Prerequisites: Instructor 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. Prerequisites: Instructor permission.

**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, and evaluation. Students prepare a résumé and participate in the job screening process. Emphases the relationship between practical experience and academic course work. This course may be repeated for up to 3 credits. Pass/Fail. Prerequisites: Instructor permission.

## Classical Studies

### +CSM 101. Introduction to Classical Studies • 3 credits

Through guest lecturers and primary source readings, this course introduces the themes of Classical Culture and the way language is used and influences the Liberal Arts.

## Design

### +DSGN 200. Intermediate Special Topics • 3 credits

An overview of the elements, principles, and processes essential to creating works of art in the digital realm. Methods will include traditional and contemporary techniques and may involve the incorporation of other media. For non-majors as well as majors.

### DSGN 210. Computers in Art • 3 credits

An introductory course exploring ways in which the computer can be applied to the artistic process. Basic drawing, painting, photo-manipulation, and publishing techniques will be explored with an emphasis on creative methodology and image making techniques. Prerequisites: ART 100 and 200, or instructor permission.

### DSGN 220. Typography • 3 credits

An extensive study of typography as an expressive form of human communication within the contexts of art, graphic design, and book arts. Students will investigate significant movements, designers, typographers, artists, creative processes, and tools for creating meaningful typographic works of art in two dimensions. Prerequisite: DSGN 210, or instructor permission.

### DSGN 230. Digital Illustration • 3 credits

The fine art of communicating visually relies on strong conceptual thinking, a solid understanding of design principles, and a familiarity with a variety of tools. This course will incorporate traditional and digital art-making skills to investigate the role of illustration and illustrator in contemporary society. Topics include but are not limited to: editorial, book publishing, advertising, and self-initiated illustration. Prerequisites: DSGN 210; or instructor permission.

### +DSGN 240. Designing Data • 3 credits

An introduction to the creative and scientific methods used to effectively interpret and communicate data in visual form—specifically charts, maps, and diagrams. Emphasis on best design practices, color theory, and typography usage. Students will learn the basics of Adobe CC Illustrator and related programs. Geared for the non-art major and beginning/novice user (Mac platform).

### +DSGN 300. Advanced Special Topics • 3 credits

An advanced investigation of the elements, principles, and processes essential to creating works of art in the digital realm. Methods will include traditional and contemporary techniques

and may involve the incorporation of other media. For non-majors as well as majors.

### DSGN 310. Publication Design • 3 credits

This course is an advanced study of type and image as they relate to problem solving within publication design. Design methodology, creative ideation, printing processes, and production techniques are studied. Prerequisites: DSGN 220 and 230, or instructor permission.

### DSGN 320. Experimental Typography • 3 credits

Advanced study of typography and letterforms as an innovative artistic medium. Creative processes and tools range from the traditional to the unexpected and the digital to the handmade in the execution of two- and three-dimensional letterforms. The culminating project involves the conceptual design and creation of an original typeface. Prerequisites: DSGN 220 and ART 210, or instructor permission.

### WI-DSGN 330. Branding and Identity Systems • 3 credits

Graphic design research, principles, and skills are applied to projects at the professional level. Emphasis is placed on client and target audience needs, production and time constraints. Students will learn how to develop verbal and written communication skills associated with professional practices in graphic design. Written components include formal research papers, written critiques, and graphic style manuals. Prerequisites: DSGN 220 and 230, or instructor permission; ENGL 101, with a minimum grade of C.

### DSGN 400. Senior Honors: Graphic Design • 1 credit

Advanced studio work in student's area of concentration. In addition to completing sufficient artwork for the senior exhibit, students will create a résumé and a statement of artistic intent. Prerequisites: Senior status and instructor permission.

### DSGN 410. Design Studio • 3 credits

This course emulates that of a design studio. Students learn how to write contracts, interact with clients, and work on applied projects for local businesses and organizations. Open to upper-level students from a variety of disciplines. Must have excellent research, communication, and organizational skills. A willingness and ability to adapt design styles is required. Prerequisites: DSGN 220 and 230, or instructor permission.

### DSGN 420. Web Design • 3 credits

An introduction to user interface design, design theory, and coding for the web. Comprehensive research, marketing, and usability strategies are applied to projects that result in working website prototypes. Prerequisites: DSGN 220 and 230, or instructor permission.

### DSGN 430. Interaction Design • 3 credits

This course is an introduction to design for interactive documents and digital interfaces. The fundamentals of user experience design, user interface design, and research-based problem solving are studied. Coursework focuses on front-end design and development strategies including: analytic methods,

ideation, sketching, and prototyping. Prerequisites: DSGN 220 and 230, or instructor permission.

**DSGN 440. Independent Study • 3 credits**

Advanced study or research in an area agreed upon by student and instructor.

**DSGN 499. Internship in Design • 1 credit**

Selected areas of interest as per student career goals. Students engage in a supervised and evaluated experience in an appropriate workplace environment of their choosing.

## Early Childhood Education

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

Foster developmentally appropriate literacy practices for the birth through age 5 populations in child care, and early childhood through preschool classrooms. Techniques supporting speaking, listening, writing and reading are introduced, and children's literature is emphasized. 25 field hours required. Prerequisites: ECE 365; ECSE 204; Admission to the Teacher Education Program (TEP).

**ECE 307. Science for Young Children • 3 credits**

Learn how to foster in young children a curiosity about their natural and physical worlds; use a hands-on/minds-on approach to planning and teaching science content; organize science instruction so that it meets recommended national, state and district standards; assess a young child's science learning in developmentally appropriate ways; and model their own curiosity about science matters as adults learners. Includes adapting materials, equipment and the environment to meet diverse learning needs. Prerequisites: EDUC 312; ECE 365; ECSE 204, 311, 420; Admission to TEP.

**ECE 308. Social Studies for Young Children • 3 credits**

Develop and implement learning experiences for preprimary and primary children with focus on multicultural and nonsexist content that includes development of responsibility, aesthetic, artistic, physical, cognitive, emotional and social attributes. Emphasis placed on the planning, implementation, and evaluation of developmentally appropriate social studies curriculum goals, content, and teaching practices. Unstructured and structured play including games and rhythms will be stressed. Includes the adaptation of materials, equipment, and the environment to meet diverse learning needs. Prerequisites: EDUC 312; ECE 365; ECSE 204, 311, 420; Admission to TEP.

**ECE 315. Creative Expression in Early Childhood • 3 credits**

Integrates drama, dance, movement music and art into developmentally appropriate curriculum. Prerequisites: ECE 365; ECSE 204; Admission to TEP.

**ECE 320. Management of Young Children • 3 credits**

Study behavior management, preventive discipline, quality program design, program administration, positive guidance, transition, collaboration, and ethical standards that support the development, learning and well-being of all young children. This includes administration, design, and implementation of

physically and psychologically safe and healthy indoor and outdoor environments to promote the development of young children. Prerequisites: EDUC 312; ECE 365; ECSE 204, 420; Admission to TEP.

**ECE 350. Math Education for Young Children • 4 credits**

Teaches how to help young children make important connections among physical, pictorial, graphic, symbolic, verbal and mental representations of mathematical ideas. Incorporates constructive activities to help children develop mathematical reasoning and to understand fundamental operations of addition, subtraction, multiplication and division. Prerequisites: ECSE 420; EDUC 312; Admission to TEP.

**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. Explore individual differences in development and learning, including risk factors, developmental variations, and developmental patterns of specific disabilities and special abilities. Prerequisites: EDUC 284; Corequisite: ECSE 204. Admission to TEP.

**ECE 381. Health, Nutrition, and Public Policy • 3 credits**

Study the role of health, safety, and nutrition in the growth and development of young children, and the effect of nutrition on the learning process. Focus is on the promotion of health, safety, and nutritional practices that support cognitive, social, emotional, cultural and physical development of young children birth to age 8. This includes the implementation of appropriate appraisal and management of health, safety, and nutritional concerns of young children. Procedures for children with special health care needs are incorporated. Learn how to recognize signs of neglect in young children related to nutrition i.e. physical, emotions and mental learning process including advocacy, legislation, and public policy. Prerequisites: EDUC 312; ECE 365; ECSE 204, 420. Admission to TEP.

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

Current research and trends in early childhood education. Prerequisites: Admission to the TEP.

## Early Childhood Special Education

**ECSE 204. Introduction to Early Childhood Education: Birth to Age 8 • 3 credits**

An overview of intervention from birth through the age eight population including typical infants, toddlers, preprimary and primary children and those with special health concerns, developmental delays, and at-risk conditions including children with sensory impairments, physical disabilities, emotional and behavioral disorders, and learning disabilities. Applies theories and knowledge of dynamic roles and relationships between families, schools, and communities. Identifies resources and service delivery options in meeting the needs of children birth through age eight and develops an understanding of the Individual Family Service Plan (IFSP) and the Individual

Education Plan (IEP) process. Prerequisites: EDUC 284.  
Corequisite: ECE 365 (required). Admission to TEP.

**ECSE 311. Assessment of Young Children • 3 credits**

Teaches skills in administering 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 309; ECE 365. Admission to TEP.

**ECSE 321. Management of Young Children • 3 credits**

Students study behavior management, preventive discipline, quality program design, program administration, positive guidance, transition, collaboration, and ethical standards that support the development, learning, and well-being of all young children. This includes the administration, design, and implementation of physically and psychologically safe and healthy indoor and outdoor environments to promote the development of young children. Staff supervision and evaluation plus program development is included. Prerequisites: EDUC 312; ECE 365; ECSE 204, 420. Admission to TEP.

**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 to TEP.

**ECSE 420. Developmental Curriculum and Methods: Ages 3 to 6 • 3 credits**

Approaches to early childhood education for pre-primary children of typical and atypical needs. Students learn appropriate curriculum goals, content, teaching practices and assessment. 25 field hours required. Prerequisites: ECE 365; ECSE 204. Admission to TEP.

**ECSE 421. Student-Professor Study Tour • 1 credit**

The schools of Reggio Emilia are widely recognized as providing a seamless model of excellence in early childhood education in curriculum, assessment, special education, environment, parent involvement, and staff development. Study of the Reggio Approach is an important topic in the prerequisite 3-credit ECSE-420 course. First-hand experience in Reggio will provide an added level of insight into the approach. The 1-credit student-professor study tour of the world-renowned schools of Reggio Emilia, Italy will offer students practical international experience to support their corresponding academic coursework. The context and history of this community is highly regarded, rooted in choices made following WWII. These changes were

not only pedagogical, but also political, cultural, ethical choices which would support a new democratic society.

Prerequisites/Corequisites: ECSE 420. Admission to TEP.

**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. Corequisites: EDUC 403. Admission to TEP.

## Economics

**+ECON 201. Principles of Macroeconomics • 3 credits**

Introduction to national income accounting, income determination, unemployment, inflation and monetary fiscal policy problems of business cycles and economic growth.

**+ECON 202. Principles of Microeconomics • 3 credits**

Study behavior of individual economic units, such as the household and the firm, together with various market structures of product and resource markets.

**ECON 307. Money and Banking • 3 credits**

Money and financial institutions in structure and movements of general economic system, monetary theory and growth, and selected domestic and international problems of monetary economics. Prerequisites: ECON 201, 202; 312 recommended.

**ECON 312. Intermediate Macroeconomic Theory • 3 credits**

Analyze factors determining the level of output, employment and the rate of inflation; study of consumption, investment, money and interest; analysis of business cycles, stabilization policies and growth models. Prerequisites: ECON 201, 202.

**ECON 313. Intermediate Microeconomic Theory • 3 credits**

Emphasizes economic efficiency, focusing attention on resource pricing, employment, how prices function so as to allocate resources among competing alternatives, and evaluating and criticizing economic controls of government over prices and production. Prerequisites: ECON 201, 202.

**ECON 316. Real Estate Economics and Finance • 3 credits**

Analyze the area of real estate by examining terms and concepts as commonly applied within the business environment. Topics include the legal characteristics of real estate, financing media, location theory, ownership, contracts and rights. Prerequisites: ECON 201, 202.

**ECON 321. Labor Economics • 3 credits**

Fundamentals of the economy of labor, its impact on industrialized society including wages, standards of living, unemployment and occupational hazards, social security and workman's compensation, labor-management relations and labor legislation. Prerequisites: ECON 201, 202.

**ECON 323. Public Finance • 3 credits**

Theory of public goods, externalities, distribution of income, fiscal politics, public expenditure evaluation, efficient pricing, taxation, welfare, intergovernmental grants. Prerequisites: ECON 201, 202; 312 recommended.

**ECON 327. Industrial Organization • 3 credits**

Effect of industrial market structure on market behavior and on economic efficiency, firm motivation, vertical firm relationships, measuring the degree of competition, price discrimination, advertising, invention and innovation. Prerequisites: ECON 202; 313 recommended.

**ECON 329. Economic Development and Growth • 3 credits**

Theory of growth and development, costs and benefits of industrialization, domestic/foreign resources for development, industrialization and trade policy and development planning. Prerequisites: ECON 201, 202.

**ECON 330. Economic Analysis of Institutions • 3 credits**

Institutions such as laws, the political system, and cultural norms embed all social activity. They structure economic, political, and social interaction and as such, play a central role in facilitating or hindering economic development. Explore what the determinants of institutions are; how institutions affect economic performance; and how institutions evolve. Prerequisites: ECON 201, 202.

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

Theory of international trade, government policy and trade restrictions; trade policy; and regional trade integration, with applications to current economic, social, and political issues. Prerequisites: ECON 201, 202.

**ECON 335. Environmental Economics • 3 credits**

Causes, effects and possible cures of air and water pollution problems, solid waste disposal, resource and land use. The “energy crisis” in light of basic economic principles and tools, such as transformation curves, supply and demand pricing, social costs and marginal and cost-benefit analysis. Local field trips and speakers from industry, government, and environmental groups. Prerequisites: ECON 201, 202; 312 recommended.

**ECON 375. Law and Economics • 3 credits**

Examines law and legal institutions and their effect upon human activity from the perspective of economics. Introduces students to the economic approach to law using economic principles. 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.

**WI-ECON 400. Senior Capstone Seminar in Economics • 3 credits**

Involves directed research by the student in economics, leading to completion of a senior thesis in economics requiring the application of the scientific method to individual behavior under scarcity. Students select a topic related to either the study of econometrics or macroeconomics or microeconomics and are expected to (1) explore their topic with full rigor, (2) collaborate with students studying other topics, and (3) demonstrate the relevance of their finding to economics and society as a whole. Prerequisites: ECON 201, 202, 312, 313, 447; Senior Standing; and instructor permission; ENGL 101, with a minimum grade of C.

**ECON 447. Econometrics • 3 credits**

Learn techniques 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. Examine data and quantify the actions of firms, consumers, and governments. Prerequisites: ECON 313; STBE 137 or MATH 191; STBE 237.

## Education, School of

**EDUC 205: Introduction to the Teaching Profession • 2 credits**

Designed to provide students with an introduction to the expectations and responsibilities associated with teaching in America’s schools. Explore professional teaching standards, lesson design, current issues in education, as well as complete the process for applying for admission to the Teacher Education Program. Students required to complete at least 50 hours of field observation in a local school. Course intended for students with no previous experience in a Pre K-12 school setting. Prerequisite: Completion of a minimum 12 semester hours credit before enrollment and cumulative GPA of 2.7. Students must also either have taken or be enrolled in EDUC 282 and 284. **Students are responsible for paying for the PRAXIS test and required fingerprinting/background checks.**

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

Provides orientation to the performance based approach utilized in teacher education at St. Ambrose. This course is intended for transfer students who have completed 50 field hours. This course does not require field hours. PRAXIS Core exam required for submission of completed Teacher Education Program application at the conclusion of the course. Prospective TEP students must enroll in either EDUC 205 or 207. Prerequisite: Completion of a minimum of 12 semester hours credit before enrollment and a cumulative GPA of 2.7. Students must already have met the 50 field hour requirement either by documented completion of the hours at another college or university or through documented teaching experience such as in the position of a paraeducator or substitute teacher. Since this course is designed for transfer students, it should be taken during the student’s first semester at St. Ambrose. Students must also either have taken or be enrolled in EDUC 282 and 284. **Students will be responsible for additional fees for the**

**cost of the PRAXIS test and required fingerprinting/background checks.**

**EDUC 208. TaskStream Assessment • 0 credit**

Directly tied to the Teacher Education Program's assessment system, Task Stream. Students are required to attend one seminar intended to introduce and train them on the program and explain its the benefits. This training will assist students in using the system and document their understanding for future accreditation visits.

**EDUC 282. Educational Technology • 2 credits**

An introduction to a variety of technologies and media used in the classroom. Learn and use technology in the K-12 classroom through assignments, class workshops, presentations, discussions, and literature. Prerequisites/Corequisites: EDUC 205 or 207.

**+EDUC 284. Child and Adolescent Development • 3 credits**

Studies the physical, cognitive, emotional and social development from prenatal through adolescence.

**EDUC 300. The Pluralistic Classroom • 3 credits**

"Pluralism" can be defined as the equal coexistence of diverse cultures in a mutually supportive relationship and is based on the idea that there should be an equality of opportunity for all, respect for human dignity, and the philosophy that no single set of beliefs/practices is good for everyone. As the American society becomes increasingly diverse, it is essential the teachers create a classroom environment that supports cultural pluralism. This is an examination of the human differences that may be present in the Pre-K-12 classroom and how those differences can impact learning. Prerequisites: EDUC 284; or instructor permission.

**WI-EDUC 301. History and Philosophy of Education • 3 credits**

Provides background in the historical development of U.S. education and in-depth analysis of its structural, philosophical, legal, and ethical concerns. Panel discussions, group discussions, debates, and written reports are used. Students complete a project on one of the Danielson components and share those in a class presentation. Prerequisites: ENGL 101, with a minimum grade of C.

**EDUC 302/502. Foundations of ESL/Bilingual Education • 3 credits**

Provides an introduction to the historical, philosophical, political, social, and educational issues that have contributed to public policy regarding services for language minority students. Historical trends and legal issues related to bilingual education in the United States will be discussed. Instructor places a comprehensive focus on the theoretical foundations of English as a second language and effective instructional practices for English Language Learners in our schools.

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

Provides information and practice regarding lesson and unit planning, classroom management, teaching techniques, and

micro-teaching. 50 field hours required. (Department methods of art and music are accepted in place of this course.) Prerequisite: EDUC 284.

**WI-EDUC 309. Educational Psychology: Tests and Measurements • 3 credits**

Psychological principles in teaching and learning, preparation and use of devices to evaluate learning and instruction.

Prerequisites: ENGL 101, with a minimum grade of C; EDUC 284.

**EDUC 311/511. Assessment & Testing in ESL • 3 credits**

Through text and online readings, examine in-depth the major categories of language assessment. Students will: 1) survey varying approaches to evaluating language sub-skills (such as speaking, listening, reading, and writing); 2) distinguish between tests designed for language proficiency from those designed to detect learning programs; 3) investigate models of language assessment; 4) examine standardized tests and their appropriate application, distinguishing between those that assess knowledge of language structure from those that evaluate communicative skill; and 5) critique research being done in the area of testing in a second language. Prerequisites: EDUC 309 or English Department approval.

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

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

**EDUC 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. Emphasizes classroom management and building classroom communities. Projects include a management plan, creation of original classroom artifacts, and lesson planning. Field hours required. Prerequisites: EDUC 284.

**EDUC 330. Teaching Foreign Language in Elementary Schools • 1 credit**

For students seeking K-6 teacher certification in French, German or Spanish; content includes theories, methods and practices of teaching foreign languages in elementary schools.

**EDUC 336. Content Reading • 3 credits**

Examines literacy skills and instructional needs of middle and secondary school students, with emphasis on teaching and management techniques for a range of reading levels. Strategies for teaching comprehension study skills and recreational readings are introduced (50 field hours required in a secondary school setting). Prerequisites: EDUC 284.

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

Field-based course, delivered and taught by a skilled 7-12 teacher, provides the future English/language Arts and Literature teacher with methods and techniques for establishing,

maintaining and documenting an effective, well-organized classroom and curriculum which meets the needs of diverse learners. Prerequisites: EDUC 284, 309.

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

Field-based course, delivered and taught by a skilled 7-12 teacher, provides the future teacher of history, political science, or economics with methods and techniques for establishing, maintaining and documenting an effective, well-organized classroom and curriculum which meets the needs of diverse learners. Prerequisites: EDUC 305 or 336.

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

This field-based course is delivered and taught by a skilled 7-12 teacher and provides the future business teacher with methods and techniques for establishing, maintaining and documenting an effective, well-organized classroom and curriculum which meets the needs of diverse learners. Prerequisites: EDUC 305 or 336.

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

Field-based course, delivered and taught by a skilled 7-12 teacher, provides the future teacher of science with methods and techniques for establishing, maintaining and documenting an effective, well-organized classroom and curriculum which meets the needs of diverse learners. Prerequisites: EDUC 305 or 336.

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

Field-based course, delivered and taught by a skilled 7-12 teacher, provides the future teacher of a foreign language with methods and techniques for establishing, maintaining and documenting an effective, well-organized classroom and curriculum which meets the needs of diverse learners. Prerequisites: EDUC 305 or 336.

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

Field-based course, delivered and taught by a skilled 7-12 teacher, provides methods and techniques for establishing, maintaining and documenting an effective, well-organized classroom and curriculum which meets the needs of diverse learners. Prerequisites: EDUC 305 or 336.

**EDUC 347. Secondary STEM Methods • 3 credits**

Limited to secondary teaching certificate candidates. Includes discussion of current issues, approaches, and materials in school STEM teaching, including philosophy and objectives, curricula, local/state/national standards, evaluation of current research. Students are required to complete a field component of 25 class contact hours. A minimum of two field components (80 hours) is required after field experience and before student teaching. Prerequisites: EDUC 309.

**EDUC 352: Teaching the Biological and Earth/Space Sciences K-8: Content and Methods • 2 credits**

Become familiar with biological and earth/space science content common to K-8 curricula as well as current science-teaching best practices including hands-on guided discovery, inquiry-based learning, and management of students in a laboratory setting, and learning through the use of technology and science literature. Course requirements include lesson and unit planning, development of curriculum materials, and completion of reports based on laboratory exercises and long-term observation. 10 hours of practicum work in a science classroom required. Prerequisites: EDUC 284.

**EDUC 353: Teaching the Physical Sciences K-8: Content and Methods • 2 credits**

Become familiar with physical science (chemistry and physics) content common to K-8 curricula as well as current science-teaching best practices including hands-on guided discovery, inquiry-based learning, and management of students in a laboratory setting, and learning through the use of technology and science literature. Course requirements include lesson and unit planning, developing curriculum materials, and completing reports based on laboratory exercises and long-term observation. 10 hours of practicum work in a science classroom required. Prerequisites: EDUC 284. Corequisites: EDUC 352.

**EDUC 354. Methods of Teaching Mathematics (K-8) • 4 credits**

Current issues, approaches and materials in elementary school mathematics teaching, including philosophy and objectives, technology, curricula problems, and review of current literature. Background for meaningful teaching of whole numbers and fractions with special emphasis on planning instruction for children at the K-8 level. Field hours in a mathematics classroom required. Prerequisites: EDMATH 210, 211; EDUC 284.

**+EDUC 355/CATH 355. Methods of Teaching the Catholic Faith (K-12) • 3 credits**

For 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. Complete a practicum experience in teaching the Catholic faith at a selected grade level. Prerequisites: EDUC 205 or 207; 6 credits from THEO or CATH.

**EDUC 368. Literature for the Young Adult • 3 credits**

Evaluation of literature for young adults. Methods of choosing books related to reading interest, promoting reading as an enjoyable and meaningful activity and developing competence in presenting literature to young adults. Prerequisites: EDUC 284; ENGL 101 with a minimum grade of B; or permission of instructor.

**EDUC 369/569. Child and Adolescent Literature • 2 credits**

Evaluation of quality literature written for and read by children and young adolescents. Methods of choosing books related to promoting reading as an enjoyable and meaningful activity and developing competence in presenting literature to children and



adolescents (including oral interpretation of literature and creative dramatics). Graduate students complete young adult module.

**EDUC 369 Prerequisites:** EDUC 284.

**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 284.

**EDUC 372. Language Arts and Reading in the Elementary Schools: 4–8 • 3 credits**

Learn curriculum organization and instructional planning for children in grades 4–8. Explore strategies for language development in upper primary children. Includes methods and materials for teaching all areas of language arts and developmental reading. Lecture and field hours in a classroom setting are involved. Prerequisites: EDUC 371.

**EDUC 390/590. STEM Foundations and Methods • 3 credits**

Course is limited to candidates for elementary or middle school teaching licensure or certification in mathematics and science. Topics include the nature and goals of each of the STEM disciplines, integrating the content and context of STEM, interdisciplinary approaches to teaching, curriculum & standards mapping, information literacy skills in STEM, process of science and scientific inquiry, mathematical problem solving models, and instructional strategies for the inclusive classroom. Students complete a 10-hour field experience in a mathematics, science, engineering, or technology classroom as part of this experience. EDUC 590 will take the course asynchronously online.

**EDUC 390 Prerequisites:** Complete at least one course from each of the following: Science - BIOL 101, CHEM 103 or NSCI 105; Mathematics - MATH 171, EDMATH 210, 211, or CSCI 140; Engineering and Technology - ENGR 105; Junior Standing.

**EDUC 590 Prerequisites:** Valid Iowa teaching license.

**EDUC 401. ESL Student Teaching • 7 credits**

Under the supervision of a cooperating teaching and faculty member, TEP students design and implement lessons for students whose first language is not English. Prerequisites: Completion of all other coursework for the ESL Endorsement.

**EDUC 403. Observation and Student Teaching: Pre-Kindergarten–Kindergarten • 6 credits**

Directed observation and supervised teaching experience. Student required to spend a full day, five days a week, for six weeks at the PK or K levels. Student teaching is a full-time professional obligation. Prerequisites: Senior status.

**EDUC 409. Observation and Student Teaching: Elementary Grades • 7–15 credits**

Directed observation and supervised teaching experience. Student required to spend a full day, five days a week, for a semester in the elementary schools. Student teaching is a full-time professional obligation. Prerequisites: Senior status.

**EDUC 419. Observation and Student Teaching: Secondary Grades • 12–15 credits**

Directed observation and supervised teaching experience. Students required to spend a full day, five days per week, for a semester in a secondary school. Student teaching is a full-time professional obligation. Prerequisites: Senior status.

**EDUC 430. Observation and Student Teaching: Art • 15 credits**

Directed observation and supervised teaching experience. The student is required to spend a full day, five days a week, for a quarter in the elementary schools and for a quarter in the secondary schools. Student teaching is a full-time professional obligation. Prerequisites: Senior status.

**EDUC 432. Observation and Student Teaching: Music • 15 credits**

Directed observation and supervised teaching experience. The student is required to spend a full day, five days a week, for a quarter in the elementary schools and for a quarter in the secondary schools. Student teaching is a full-time professional obligation. Prerequisites: Senior status.

**EDUC 433. Observation and Student Teaching: Physical Education • 7-8 credits**

Directed observation and supervised teaching experience. The student is required to spend a full day, five days a week, for a quarter in the elementary schools and for a quarter in the secondary schools. Student teaching should be considered a full-time professional obligation. Prerequisites: Admission to the Teacher Education program; senior standing.

**EDUC 434. Observation and Student Teaching: Secondary Physical Education • 7-8 credits**

Directed observation and supervised teaching experience. The student is required to spend a full day, five days a week, for a quarter in the secondary schools. Student teaching should be considered a full-time professional obligation. Prerequisites: Admission to the Teacher Education program; senior standing; recommendation of the Physical Education and Secondary education chairs.

**EDUC 440. Student Teaching Early Childhood: Birth to 3 • 6-8 credits**

Directed observation and supervised teaching experience in a home-based model with infants, toddlers and families. Full day, five days a week for one half a semester. Student teaching is a full-time professional obligation. Prerequisites: Senior status.

**EDUC 441. Student Teaching Early Childhood: Ages 3 to 6 • 6-8 credits**

Directed observation and supervised teaching experience in a center-based model with pre-primary age children. Full day, five days a week for one half of a semester. Apply before February 1 of the year prior to student teaching. Student teaching is a full-time professional obligation. Prerequisites: Senior status.

**EDUC 442. Student Teaching Early Childhood: Ages 5 to 8 • 6-8 credits**

Directed observation and supervised teaching experience in a school-age classroom with primary children, kindergarten-third grade. Full day, five days a week for one half of a semester. Student teaching is a full-time professional obligation. Prerequisites: Senior status.

**EDUC 452/552. Diagnostic and Prescriptive Techniques of Teaching Reading • 4 credits**

Diagnostic and prescriptive techniques for classroom teachers of reading. Corrective techniques appropriate for less severe reading disabilities; writing diagnostic and progress reports; parent interviews; designing prescriptions for teaching, tutoring and evaluating children in clinical setting. Lecture and laboratory.

**EDUC 452 Prerequisites:** EDUC 371.

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

**EDUC 453/553. Reading Clinic: Advanced Teaching Practicum • 4 credits**

Diagnosis and correction of reading problems in a clinical setting. Using and evaluating formal and informal test instruments; writing diagnostic and progress reports; parent interviews; designing prescriptions for teaching, tutoring and evaluating children in reading programs and content areas. Graduate students complete video case study.

**EDUC 453 Prerequisites:** EDUC 369, 372, 452.

**EDUC 553 Prerequisites:** One course in diagnostic and prescriptive techniques (EDUC 552) of teaching reading and at least two years teaching experience.

**EDUC 455/555. Middle School Psychology • 3 credits**

Examines growth and development of the middle school age child with particular emphasis on social, emotional, physical and cognitive characteristics and needs of middle school children. Examines role of teacher in assessment, coordination and referral of students to health and social services.

**EDUC 455 Prerequisites:** EDUC 284, 309.

**EDUC 555 Prerequisites:** Hold teaching license.

**EDUC 456/556. Teaching Reading to Adolescents • 3 credits**

Assessment of adolescent reading and study skills in various content areas. Methods and materials used in teaching developmental reading and study skills in junior high through senior high school content courses will be taught.

**EDUC 456 Prerequisites:** Junior status.

**EDUC 556 Prerequisites:** Instructor Approval.

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

Undergraduate teacher-preparation course focuses on methods and strategies designed to maximize elementary student content area learning (e.g., social studies, science, literature, math, art, music, etc.) using literacy strategies. Literacy strategies discussed enhance learning by improving students' abilities to read, write, study, and think critically in the language of the content area. Incorporates technology and requires the student do a learning designed project to reinforce strategies learned.

**EDUC 459 Prerequisites:** EDUC 452.

**EDUC 559 Prerequisites:** One course in diagnostic and prescriptive techniques of teaching reading and at least two years teaching experience. Graduate students complete literacy coach module.

**EDUC 460/560. Developing Evidence-Based Reading Instruction Programs • 1 credit**

Provide students with the organizational skills needed to develop appropriate evidence-based reading instructional practices. Synthesize information from previous reading and language arts classes in order to organize evidence-based reading instruction programs and organize instructional reading strategies.

**EDUC 460 Corequisites:** EDUC 453 or instructor permission.

**EDUC 560 Prerequisites:** Graduate students will design a framework suitable for reading instructional programs based on current research.

**EDUC 461/561. The Middle School • 3 credits**

Coursework includes middle school philosophy, curriculum design, assessment, developmentally appropriate instructional methods including but not limited to interdisciplinary teaming, and content area reading instruction.

**EDUC 461 prerequisites:** EDUC 284.

**EDUC 561 prerequisites:** Teaching license.

**EDUC 490/591. Community Partnerships and STEM Education • 3 credits**

Limited to candidates for elementary or middle school teaching licensure or certification in mathematics and science. This course is designed to serve as the capstone course for students earning the K-8 STEM endorsement. Topics discussed include: promoting learning through purposeful, authentic, real world connections, engaging with subject-matter experts in STEM experience in and out of the classroom, assessing integrative learning approaches, communicating with a variety of audiences, discussing the role of classroom management in project-based classrooms, engaging in computational thinking, and using mathematics and technological modeling. Students will complete a 30 hour field experience in a STEM program.

EDUC 591 students will take the course asynchronously online.

**EDUC 490 Prerequisites:** EDUC 390; Senior Standing.

**EDUC 591 Prerequisites:** EDUC 590.

**EDART 370. Elementary Art Methods • 2 credits**

Concentrates on visual aesthetics, two- and three-dimensional arts, national and state art standards, and information useful to the elementary art teacher. Includes 25 field practicum hours.

**EDART 380. Secondary Art Methods • 3 credits**

Concentrates on visual aesthetics, two- and three-dimensional

arts, national and state art standards, and information useful to the secondary art teacher. Includes 25 field practicum hours.

**EDCOMM 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.

**EDENGL 230/530. The Structure & Grammar of English • 3 credits**

Provides a survey of the English language, its constituents and their relationships for students intending to enter ESL classrooms. Required for those seeking the ESL endorsement in the TEP or the ESL minor in the English department. Offered annually in hybrid format in the spring only.

**EDENGL 230 Prerequisites:** ENGL 101.

**EDENGL 380/580. Teaching English as a Second Language in the Elementary School • 3 credits**

Addresses the techniques, methods and materials for Teaching English as a Second Language to children. Sociocultural factors of second language acquisition are explored. Students will design, implement, and evaluate lesson plans for English Language Learners (ELLs) through a 15-hour practicum that includes classroom observations, lesson preparation, and practice teaching.

**EDENGL 380 Prerequisites:** EDENGL 230 or ENGL 313.

**EDENGL 381/581. Teaching English as a Second Language: Secondary and Post-Secondary Learners • 3 credits**

A course addressing the theory and practice of teaching English as a second language to learners at the secondary level or older. Includes lectures, workshops, and teaching practicum.

**EDENGL 381 Prerequisites:** EDENGL 230 or ENGL 313.

**+EDGEOG 201/NSCI 205. Physical Geography • 3 credits**

Natural environment with emphasis on spatial interaction of elements, resources and their uses.

**+EDMATH 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.

**EDMATH 211. Mathematics Concepts for Teachers • 3 credits**

Gives prospective elementary school teachers insights into the application of mathematical reasoning, critical thinking skills, and topics related to mathematical content standards - algebra, geometry, measurement, and data analysis and probability. This includes the process standards of problem solving, reasoning and proof, connections, communication and representation within each content standard identified in Principles and Standards for School Mathematics, NCTM (2000).

**Prerequisites:** EDMATH 210; EDUC 205 or 207; EDUC 284; Admission to the Teacher Education Program.

**EDMATH 340. Secondary Math Methods • 3 credits**

Current issues, methods, and materials in teaching mathematics at the secondary level. Students will critically consume and apply research with local and national standards to plan, deliver, and evaluate effective instruction. Students are required to complete a field component of 25 class contact hours.

**Prerequisites:** MATH 192; EDUC 309; Admission to Teacher Education Program.

**WI-EDMATH 395. Seminar in Mathematics • 1 credit**

Project-based course in selected pure or applied mathematics topics. Introduction to undergraduate research. Written presentation and group discussion on selected mathematical topics and applications. Externally-normed, standardized assessment administered as final. **Prerequisites:** Instructor consent; ENGL 101, with a minimum grade of C.

**EDMUS 244. Music for the Elementary Classroom • 2 credits**

Provide elementary education teachers materials and skills for teaching music in the classroom. Emphasis on basic theory, fundamental piano, guitar and singing. Twenty-five hours of field experience required for music education majors.

## English

**ENGL 100. Introduction to Writing • 3 credits**

Introduction to the writing process with an emphasis on fluency. Students learn to develop and structure their ideas in writing through a variety of one-page assignments and longer papers. Discussions of grammar, mechanics, spelling, and usage are designed specifically around student needs. Counts toward graduation as an elective. Competency level of C or better is required for entrance into ENGL 101.

**ENGL 101. English Composition • 3 credits**

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**

For non-majors. An introductory exploration of literature, focusing on specific themes and topics. Topics will be specified each semester. Along with ENGL 121, 122, 123, 124, 125, cannot be used as an elective credit for English majors or minors. ENGL 120 can be taken more than once to fulfill general education requirements.

**+ENGL 121. Love Lyrics • 3 credits**

Study love songs through the ages from the *Song of Songs* to the present.

**+ENGL 122. Vietnam War in Literature and Film • 3 credits**

Study the Vietnam War as represented in literature and film anchored by its historical and cultural context.

**+ENGL 123. Baseball in Literature and Film • 3 credits**

Study the representation and cultural meaning of baseball in fiction, poetry, and film.

**+ENGL 125. Holocaust Literature • 3 credits**

Study the literature by and about the people whom the Nazis tried to exterminate between 1933 and 1945.

**+ENGL 199. Creative Forms • 3 credits**

A "workshop" introduction to the fundamental models of creative writing including fiction, non-fiction, poetry, and drama. Read and analyze a wide range of modern and contemporary literary texts while adapting studied forms and techniques to their own creative work. In addition to readings and in-class exercises, most course work will revolve around students' sample pieces and eventual portfolio. Prerequisites: ENGL 101.

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

Survey major literary texts from 8<sup>th</sup> to 18<sup>th</sup> century Britain (Medieval, Renaissance, and Enlightenment) in the genres of epic, lyric poetry, and drama, with attention to language developments from Old English to modern English. Prerequisites: ENGL 101.

**+ENGL 202. British Literature II • 3 credits**

Survey major literary texts from 18<sup>th</sup> to 20<sup>th</sup> century Britain (Romantic, Victorian, and Modernist) in the genres of poetry, prose, and drama, with attention to cultural and historical contexts. Prerequisites: ENGL 101.

**+ENGL 210. American Literature I • 3 credits**

Survey American literature from the exploration and settlement to the Civil War, emphasizing cultural identity and diversity. Prerequisites: ENGL 101.

**+ENGL 211. American Literature II • 3 credits**

Survey American literature from the Civil War to the present, emphasizing cultural identity and diversity. Prerequisites: ENGL 101.

**ENGL 215. Tutorial Writing • 1 credit**

Theory and practice of tutoring writing. This course has specific applications for students tutoring writing in the Student Success Center. Prerequisites: ENGL 101 and instructor permission.

**WI-ENGL 216. Persuasive Writing • 3 credits**

An intermediate class in writing, editing, and designing arguments that asks the following questions: Why is argument important? What is a good argument? How do writers motivate and persuade readers? Prerequisites: ENGL 101, with a minimum grade of C.

**WI-ENGL 218. Technical Writing • 3 credits**

An intermediate class in writing, editing, and designing functional and user-friendly technical documents. Prepares students to compose with clarity, precision, and attention to detail. Attention given to writing for international audiences. Appropriate for all majors. Prerequisites: ENGL 101, with a minimum grade of C.

**WI-ENGL 219. Introduction to Literary Studies • 3 credits**

An introduction to methods of analysis and writing employed by critics and scholars in English and the variety of critical conversations texts generate in different genres. Writing assignments train students to participate in scholarly dialogues. Prerequisites: ENGL 101, with a minimum grade of C.

**+ENGL 220. African American Literature • 3 credits**

Study African-American poetry, fiction, drama, and non-fiction organized by chronology or theme with special emphasis on traditions, transformations, and identity.

**+ENGL 221. Canadian Literature • 3 credits**

Study works by Canadian writers, exploring literary, social, and cultural contexts. Readings may focus on important issues such as identity formation, the colonial experience, and the French minority as represented in the literature. Prerequisites: 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. Prerequisites: ENGL 101.

**+ENGL 223. Minority Voices • 3 credits**

Study works by writers from one or several minority groups, paying attention to both the texts and their social contexts. Prerequisites: ENGL 101.

**+ENGL 224. Disabilities Literature • 3 credits**

Study disabilities through personal memoir and creative non-fiction.

**+ENGL 240. Fiction into Film • 3 credits**

Study fiction that has been reproduced as film, including a critical examination of the characteristics and techniques of both media, and how each can illuminate the other. Prerequisites: ENGL 101.

**+ENGL 241. Detective Fiction and Film • 3 credits**

Study the representation of the detective in fiction and film including the history of the genre and its engagement with social and cultural norms of its time. Prerequisites: ENGL 101.

**+ENGL 242. Science Fiction • 3 credits**

A study of science fiction. Prerequisites: ENGL 101.

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

Study prominent Irish authors and interconnections between the cultural and political struggles within Ireland. The course examines the influences of literature on Irish history, politics and identity. Prerequisites: ENGL 101.

**+ENGL 246. Literature of Place • 3 credits**

Study literature by authors who have a central concern within their work for issues pertaining to the environment, wilderness,

travel, location, and urban landscapes. Each section will specify a particular theme or focus. Prerequisites: ENGL 101.

**+ENGL 302. Medieval Literature • 3 credits**

Critically examine literature of the Middle Ages, including secular and religious works in the genres of lyric, long narrative poetry, drama, and romance. Prerequisites: ENGL 101.

**+WI-ENGL 303. Shakespeare • 3 credits**

Critically examine Shakespeare's poetry and/or drama by exploring the language of his comedies, tragedies, romances, and/or histories, as well as the ways in which they resonate with the concerns of early modern culture. Prerequisites: ENGL 101, with a minimum grade of C.

**+WI-ENGL 304. Renaissance Literature • 3 credits**

Critically examine literature of 16<sup>th</sup> and early 17<sup>th</sup>-century England in its cultural and aesthetic context. Conduct a small research project focusing on historical issues, gender politics in particular, and with attention paid to the literary genres flourishing in the period: poetry, drama, and prose. Prerequisites: ENGL 101.

**ENGL 306. Restoration and Eighteenth Century Literature • 3 credits**

Critically examine significant British and American literature written between 1660 and the late 1700s with particular attention to their cultural contexts. Prerequisites: ENGL 101.

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

Critically examine British poetry and fiction—by writers such as Mary Wollstonecraft, Wordsworth, Byron, and Mary Shelley—that emerged from the revolutionary spirit that swept through Europe and America between the late 1700s through the early 1800s. Prerequisites: ENGL 101.

**+ENGL 309. Victorian Literature • 3 credits**

Critically examine British poetry, fiction and non-fiction from the 1830s to the end of the century. Among possible targets of investigation are the threat of revolution; urban collapse; the captains of industry and imperialist adventurers; the fallen woman and the angel of the house; and the aesthetes and decadents of the 90s. Prerequisites: ENGL 101.

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

Critically examine the novel in Great Britain and the United States, occasionally including Continental works. Focus will be on both the development of the literary genre and thematic and cultural context. Prerequisites: ENGL 101.

**ENGL 313/513. Linguistics: Language and Learning • 3 credits**

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. Prerequisites: ENGL 101.

**WI-ENGL 315. Written Business Communication • 3 credits**

Explore practical strategies for writing effective documents common to business, industry, and government. Emphasis is on writing practice and problem-solving through simulated business communication situations. Appropriate for all majors. Prerequisites: ENGL 101, with a minimum grade of C.

**WI-ENGL 316. Expository Writing Workshop • 3 credits**

An advanced workshop in expository writing intended for students who already have a command of essay-writing skills. Learn how to cultivate an effective style. A methods component for prospective writing and language-arts teachers at all levels. Prerequisites: ENGL 101, with a minimum grade of C.

**+ENGL 317. Creative Writing Workshop • 3 credits**

Focuses on the creative forms of poetry and fiction. Student work forms the center of the course, supported by outside reading and writing exercises. Prerequisites: ENGL 101.

**WI-ENGL 319. Writing about Place • 3 credits**

Advanced workshop in non-fiction writing for students interested in place as well as the possibilities and beauties of the English sentence. Students will read works by essential American writers such as Leopold, Abbey, and Dillard. Prerequisites: ENGL 101, with a minimum grade of C.

**ENGL 320. Writing Topics • 3 credits**

Workshop focused on a specific writing genre or theme such as journals, biography, spiritual reflection, art and theater reviews, humor, or playwriting. Reading, writing exercises, and discussion create the context for student writing. Prerequisites: ENGL 101.

**+ENGL 321. Creative Nonfiction • 3 credits**

Advanced writing workshop focusing on the memoir as an art form. Life experience will be explored as source material for writing projects. Some study of examples of the genre will accompany writing assignments, workshop critiques, and portfolio preparation. Prerequisites: ENGL 101.

**ENGL 326. Devotional Writing • 3 credits**

Advanced writing course investigating the rhetorical methods of devotional and mystical writers from a variety of cultural and rhetorical traditions. Includes readings as examples of the rhetorical strategies that writers develop to write about their beliefs and allows for both analytical and creative approaches to the materials and subjects through the written assignments. Prerequisites: ENGL 101.

**+ENGL 328. The Sonnet • 3 credits**

Advanced creative writing workshop focused on the sonnet form. Students read sonnets from the form's beginnings in Italy through its English Renaissance translations and development as a seminal form in English literary history up to the present. Significant English and American sonnets, as well as sonnets in translation, will serve as models and inspiration for the students'

own writing of a thematically connected body of sonnets.  
Prerequisites: ENGL 101.

**ENGL 335. Topics in Writing and Persuasion • 3 credits**  
Considers methods of textual production and reception from a rhetorical perspective. Students examine and practice ways to persuade an audience in a particular rhetorical context.  
Prerequisites: ENGL 101.

**+ENGL 341. American Poetry • 3 credits**  
Explore American voice in poetry. Writers may include early poets such as Taylor and Bradstreet; 19<sup>th</sup> century poets such as Whitman and Dickinson; early and mid-20<sup>th</sup> century poets such as Pound, Williams and Hughes; and contemporary poets such as Rich, Ginsberg and Jordan. Prerequisites: ENGL 101.

**+ENGL 343. American Realism and Naturalism • 3 credits**  
Examine fictional realism and naturalism as literary movements rooted in social change and scientific beliefs in late 19<sup>th</sup> and early 20<sup>th</sup> century America. Writers may include Twain, Howells, James, Chopin, Wharton, Norris, Crane, Dreiser, and others, including minority writers. Prerequisites: ENGL 101.

**+ENGL 344. Modernism • 3 credits**  
A multinational and interdisciplinary study of the forms, concepts, and sensibilities emerging from the early 20<sup>th</sup> century movement known as Modernism. Prerequisites: ENGL 101.

**+ENGL 345. Twentieth Century Fiction • 3 credits**  
Critically examine 20<sup>th</sup> century fiction originating from the United States, the United Kingdom, and other parts of the world. The course might look at the formal properties of fiction as well as cultural and social issues depicted in the literature.  
Prerequisites: ENGL 101.

**+ENGL 346. Contemporary American Fiction • 3 credits**  
Study American fiction since 1970. Prerequisites: ENGL 101.

**+ENGL 347. The Beats • 3 credits**  
Study mid-20<sup>th</sup> century American literature with a specific focus on writers who gathered in New York and San Francisco and through their writings, challenged the social conventions and constrictions of post-WWII America. Prerequisites: ENGL 101.

**+ENGL 348. Postmodernism • 3 credits**  
A multinational investigation of mid-to-late-20<sup>th</sup> century responses to earlier literary movements and various social upheavals including WWII. Postmodernism examines how international writers responded to a series of 20<sup>th</sup> century aftermaths primarily through extreme experimentations with form and content. Prerequisites: ENGL 101.

**ENGL 350. Independent Study • 1–3 credits**  
Advanced critical study or research in an area agreed upon by student and instructor. Topics are not taught in regularly offered courses. May schedule for a maximum of three credits.  
Prerequisites: ENGL 101.

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

Advanced study of specific literary forms, themes, movements, or authors. Topics announced each semester the course is offered. Prerequisites: ENGL 101.

**+ENGL 370. Literature of Hinduism • 3 credits**  
Study the range of beliefs and practices collectively known as Hinduism and its central sacred text, *The Bhagavad-Gita*.  
Prerequisites: ENGL 101.

**ENGL 399. Career Paths for Writers • 1 credit**  
Explore professions and careers for writers. Students create job search documents, attend Career Center events, and identify resources and strategies for their job search. Limited to Writing majors and minors. Prerequisites: Instructor's consent.

**ENGL 400. Writing Internship • 1–6 credits**  
Supervised experience working as a writer in a professional environment. Selected candidates keep a journal, write a reflective paper, and submit a portfolio of written work. Credit determined by consulting work supervisor and faculty supervisor. Prerequisites: ENGL 101; Instructor's consent.

**WI-ENGL 401. Senior Seminar • 3 credits**  
Capstone course for majors includes writing a research paper using critical and scholarly methods to explore a student selected topic. Prerequisites: ENGL 101, with a minimum grade of C, 219.

**+WI-ENGL 415. Advanced Poetry Workshop • 3 credits**  
Advanced workshop for students experienced in writing poetry.  
Prerequisites: ENGL 101, 317.

**+WI-ENGL 418. Advanced Fiction Workshop • 3 credits**  
Advanced workshop for students experienced in writing fiction.  
Prerequisites: ENGL 101, 317.

## Engineering

**ENGR 106. Introduction to Engineering Design and Analysis • 3 credits**  
An introduction to non-technical aspects of engineering, the engineering design process, and engineering analysis. Graphical communication and computational software are introduced. A significant design project is completed in groups. Two hours lecture, one hour laboratory.

**ENGR 201. Engineering Service • 0 credit**  
Required service to the discipline in the form of 10 hours minimum volunteer work. Service hours may be earned by participating in sponsored outreach programs, judging sponsored engineering events, science fairs, or invention competitions. Students are also required to attend a seminar. Prerequisites: Advisor approval.

**ENGR 220. Engineering Statics • 3 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. Prerequisites: PHYS 251.

**WI-ENGR 251. Engineering Design Laboratory • 3 credits**

A laboratory course in which students design mechanical devices or systems. Projects will be completed in multidisciplinary teams. Students will learn team work, project management, technical communication, design, and social responsibility. Prerequisites: ENGR 106, 296; ENGL 101, with a minimum grade of C.

**ENGR 265. Engineering Economy • 3 credits**

Evaluation of private and public sector project alternatives in quantitative and qualitative terms. Cost/benefit analysis. Time value of money and application of this concept to evaluation of economic feasibility and comparison of alternatives. Evaluation methods: present value, return on investment and payback. Corequisites: MATH 191.

**ENGR 270. Materials Science • 3 credits**

Introduction to the structure of metals, polymers and ceramics. Examination of the crystal structure and imperfections in metals, as well as mechanical, physical, and chemical properties and failure mechanisms of materials. Phase equilibrium diagrams will be presented and heat treatment principles discussed. Engineering applications will be emphasized. Prerequisites: CHEM 103 or CHEM 104 or CHEM 105.

**ENGR 296. Manufacturing Processes: Fundamental and Computer-Aided • 3 credits**

Fundamentals of manufacturing processes including founding processes, machining, forming, and assembly. Provides knowledge and ability to apply computer-aided manufacturing technology as a cost-effective strategy. NC, CNC, CAD/CAM, robotics, vision systems, PLC's and other technologies are investigated and their applications explored. Two lectures and one hour laboratory per week. Prerequisites: ENGR 106.

**ENGR 301. Engineering Participation • 0 credit**

Participation required in professional engineering society functions. Presenting original work at a sponsored meeting, conference or symposium, publishing original work in a sponsored journal or attending a professional conference will meet this requirement. Students are also required to attend a seminar. Prerequisites: Approval from advisor.

**ENGR 302. Engineering Dynamics • 3 credits**

Dynamics and kinematics of particles and rigid bodies in rectangular, polar and spherical coordinates. Work-energy and impulse-momentum theorems for rigid body motion. Oscillations of particles and systems. Applications to engineering systems. Prerequisites: ENGR 220.

**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. Prerequisites: ENGR 220, 270.

**ENGR 320. Research Topics • 1-3 credits**

Field design, laboratory, or library research of an approved topic in engineering. Must be different from other courses, but may be an extension of an existing course. May be repeated once for credit. Prerequisites: Instructor approval.

**ENGR 401. Engineering Exit Survey • 0 credit**

Complete department exit survey and/or interview. Prerequisites: Final semester engineering student.

**ENGR 450. Professional Experience • 1-6 credits**

Experience working in the engineering environment in a business, industry, government, military, hospital, education, or similar functional activity that uses problem-solving and/or design methods. An alternative assignment may be completed with engineering faculty advisory assistance, involving a significant engineering project with local industry or an on-campus project. Prerequisites: Junior status and Advisor approval.

## Environmental Studies

**ENVS 400. Environmental Studies Capstone • 1-3 credits**

Consists of a student-selected/faculty approved research thesis to be completed by graduation. Combines directed 'internship' of field experiences and individualized research. Students are encouraged to pursue their research through a 3-6 week residence in one of the worlds' ecosystems such as the African Savannah, Australian Outback, American Badlands, or Argentinean Pampas. A formal public oral presentation of the student's work, followed by an exchange with a 3-member faculty panel will culminate the course. Prerequisites: BIOL 109, ENGL 319, PHIL/THEO 311, ENVS 201, SVLN 201, ECON 335, SOC/PSCI 375.

## Experiential Learning

**EXPL 201. Experiential Learning Notation • 0 credit**

Non-credit transcript notation to document field-based learning connected to student's major or minor. Provides an opportunity to gain knowledge/skills related to the world of work. May also be used to satisfy departmental curriculum requirements with faculty approval.

**EXPL 202. Experiential Learning Internship • 1 credit**

Field-based learning connected to the student's major or minor course of study. The course provides the student with an opportunity to gain knowledge and skills necessary to transition in the work environment. Students are required to work at the internship site for a minimum of 75 hours. Supervision will be provided by a professional in the major or minor field of study. Pass/Fail. Prerequisites: Must have completed at least two semesters of college coursework.

## Finance

**FNCE 300. Principles of Finance • 3 credits**

Includes coverage of three main topics: markets and institutions; investments; and managerial finance. While corporate topics receives the greatest emphasis, 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; ECON 202.

**FNCE 311. Investment in a Global Environment • 3 credits**

The course provides the student with their first exposure to the knowledge required of an Investment Professional rather than an individual investor. The roles covered include, but are not limited to, Financial Advisors, Financial Analysts, Financial Planners and Portfolio Managers. The focus of the course is to provide the student with a systematic view of how to address the investment decision as an agent for others in the Global financial markets. Topics include, but may not be limited to: knowledge of domestic and international financial markets; styles and strategies of investment, evaluation of managed positions, individual preferences and portfolio choice, type of vehicles for managing risk and alternative investments to bonds and stocks. Prerequisites: ACCT 201, 202; ECON 201, 202; FNCE 300; STBE 237. Corequisites: FNCE 312.

**FNCE 312. Corporate Finance • 3 credits**

This course seeks to give students a comprehensive introduction to the general principles of corporate financial theory and basics of corporate financial management. The course focuses on applying financial theories and valuation models to corporate financial decision making process and examines a firm's long- and short-term financing alternatives and emphasizes the role of financial analysis in strategic and tactical financial planning. Topics covered include: Asset Pricing; Capital Budgeting; Risk Return; Raising Capital; Cost of Capital; Capital Structure; Dividend Policy; Working Capital Management; and Leasing. Corequisites: FNCE 311.

**FNCE 313. Financial Institutions • 3 credits**

The course analyzes financial institutions (FIs) with an emphasis on their sources and uses of funds; structure and operation procedures; nature and function of credit; regulatory features; organizational and risk management. This course is designed to provide an understanding of the commercial banking, non-bank FIs (e.g. credit unions, savings and loan associations, finance companies, insurance companies and investment banks), and international financial system, flow of funds through financial intermediaries, regulatory environment, cross-border regulatory cooperation, technology and risk management, and the role of central bank. 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. This course could have a content or case focus, depending on the topics covered. Prerequisites: FNCE 311, 312.

**FNCE 411. Derivatives • 3 credits**

This course explores the issue of Derivative Financial Claims, claims where the payoffs depend on the value of an underlying asset, real or financial. The course will primarily focus on claims related to equity (Options) and claims related to the underlying asset (Futures); derivative claims based on fixed income instruments and interest rates are covered in FNCE-414, Fixed Income. The course will explore the use of these instruments to create alternative payoff patterns versus convention financial assets, hedging and trading strategies using these assets, the valuation of such assets via arbitrage and the implications of such pricing on the derivative type claims such as the equity of a company. Prerequisites: FNCE 311, 312. Corequisites: FNCE 313.

**FNCE 412. Entrepreneurial Finance • 3 credits**

This course provides an overview of the financing options for startup businesses and the process of venture capital. A major part of the course will examine the various (real) options that companies have for financing at different stages, from the startup phase through exploitation of growth opportunities to exiting which include IPOs, M&A, restructuring, and renewal of the firm. This course is designed for students who wish to pursue an entrepreneurial endeavor or a career in venture capital, private equity investing, distress investing, or investment management positions of entrepreneurial ventures of any stages. Students taking this course will learn from the perspective of both an investor who is evaluating deals as well as an entrepreneur who is raising capital from different sources. Part of the course is case oriented and aims at instructing the student in how "real world" professional investors and corporate managers operate to create wealth from such situations. Prerequisites: FNCE 311, 312. Corequisites: FNCE 313. Or instructor consent.

**FNCE 413. Estate Planning and Wealth Management • 3 credits**

This course introduces wealth management and estate planning. It offers a solid foundation for planning a prosperous financial future in the real world. The course focuses on what a financial planner needs to know in today's markets about income tax planning, retirement planning and estate planning. Investment planning and insurance planning are not covered in this course. Prerequisites: FNCE 311, 312. Corequisites: FNCE 313.

**FNCE 414. Fixed Income • 3 credits**

This course explores the alternatives to the classical equity and equity-based derivatives choices for investment, focusing on a broad range of fixed income securities. The combination of tough economic times and high volatility in the traditional equity markets during the recent credit crisis (2007-09) drove a large segment of investors to look for alternative investment opportunities such as fixed income securities. This course develops tools, theoretical and analytical framework for valuing and modeling the risk exposures of fixed income securities and their derivatives, with the ultimate goal of deploying these instruments in a financial risk management setting, hedging, market making or speculation. Students will be introduced to a variety of standard and exotic fixed income securities & their derivatives. The sources of their risk and return are modeled,



analyzed and estimated. Historical performance of return and risk will be presented. In addition, the course focuses on the benefits of using fixed income securities in financial planning and decision-making purposes. Prerequisites: FNCE 311, 312, 313.

**FNCE 415. Insurance and Risk Management • 3 credits**

This course provides an overview of the theory, functioning, management and legal background of the insurance industry. It examines the concept of risk, the nature of the insurance device, and the principles of risk management. It increase the students' understanding of the role of risk management and insurance in dealing with events that can adversely affect people, families, firms, and other organizations. Prerequisites: FNCE 311, 312. Corequisites: FNCE 313.

**FNCE 416. Corporate Financial Issues and the Company Life Cycle • 3 credits**

This course discusses some advanced topics in corporate finance at undergraduate level. The focus is on the strategic investment and financing decisions a firm may need to make during its life cycle in order to maximize shareholders' wealth. The course is case-based, and will cover the following topics: Initial Public Offering, Mergers & Acquisitions, Leveraged Buyout, Corporate Restructuring, and Multinational Corporate Finance & Risk Management etc. Prerequisites: FNCE 311, 312. Corequisites: FNCE 313.

**FNCE 417. Topics in 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: advanced technical analysis, project financing, trading systems, etc. Prerequisites: FNCE 311, 312. Corequisites: FNCE 313.

**WI-FNCE 420. Capstone in Finance • 3 credits**

This course provides an integrative experience for Finance majors and represents the last course in the sequence. The integrative activities will include, but will not be limited to the following: a speaker series of industry professional; a required shadowing experience with an industry professionals; a module on Professional Ethics and Standards; reflective analysis on course activities and the major knowledge gained; and a comprehensive case study allowing students to gauge their mastery of the materials in the major. This course is writing intensive, so that students will also be enhancing their written communications skills as part of the course. Prerequisites: FNCE 311, 312, 313; Completion or Enrollment in Four Major Electives; ENGL 101, with a minimum grade C. Final major requirement, senior standing required.

## French

**+FREN 101. First Semester French • 3 credits**

Acquaints the student with French through experiences in the four language skills of listening, speaking, reading, and writing.

**+FREN 102. Second Semester French • 3 credits**

Enhances and expands the essential skills acquired in French Studies 101. Emphasizes acquisition and correct use of pronunciation, grammatical structures (including past tenses), and vocabulary used in everyday life and ordinary situations. Aspects of customs, contemporary culture and civilization in the French-speaking world are also stressed. Prerequisites: FREN 101 or equivalent score on placement exam.

**+FREN 201. Third Semester French • 3 credits**

Review and expansion of French grammar as well as written and oral communication skills. Pronunciation and oral self-expression are stressed. Prerequisites: FREN 101, 102, or equivalent score on the SAU placement exam.

**+FREN 202. Fourth Semester French • 3 credits**

Continued grammar review, pronunciation enhancement, and introduction to short stories along with exposure to French media through the use of instructor-created podcasts as well as live radio broadcasts from France culture. Prerequisites: FREN 201 or equivalent score on placement exam.

**+FREN 301. Advanced French I • 3 credits**

Expand reading, writing, and oral skills through an advanced study of grammar, stylistics, and vocabulary in short fiction texts and non-fiction articles. Prerequisites: FREN 202 or equivalent.

**+WI-FREN 302. Writing and Conversation in French • 3 credits**

Designed to help write French with greater vocabulary breadth and grammatical accuracy. At course completion, students will have written at least 6,000 words or about 16 pages in French. A number of modes of writing are studied during the course of the semester, including short descriptive essays, narrative pieces and expository essays. Written assignments increase in complexity and length over the course of the semester and frequently incorporate the reading and understanding of literary and other texts to serve as models and/or objects of analysis. Instructor trains students in various writing-related skills that will help them for the rest of their careers. Prerequisites: FREN 301, 303, 304 or instructor consent; ENGL 101, with a minimum grade of C.

**FREN 310. Special Topics in French and Francophone Studies • 3 credits**

Includes the study of topics pertaining to a literary genre, period, or theme, which are explored 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 vary; may be repeated if topics are different. Prerequisites: FREN 301, 302, equivalent, or instructor consent.

**FREN 400. Capstone Experience • 3 credits**

Required for French majors during the final year of study. For this independent study, students create a portfolio of their studies in French and design and complete a final project with the guidance of their advisor in the department. Prerequisites: Instructor consent.

## Geography

### **+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**

Study the world's major regions (North America, Latin America, Europe, Asia, North Africa, Southwest Asia and Sub-Saharan Africa). Emphasis on comparing the impact of economic development, globalization, and local diversity on world regions. Prerequisites: EDGEOG 201 or GEOG 205.

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

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

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

Urban space and activities, theories and processes of urbanization, and contemporary urban problems in geographic perspective. Prerequisites: EDGEOG 201 or GEOG 205.

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

Types, design, and functions of maps. Prerequisites: EDGEOG 201 or GEOG 205.

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

Particular world regions or problems. Topics change according to world events and needs of students. Prerequisites: EDGEOG 201 or GEOG 205.

## German Studies

### **+GS 101. First Semester German • 3 credits**

Acquaints the student with German through experience in the four language skills of listening, speaking, reading and writing.

### **+GS 102. Second Semester German • 3 credits**

Enhances and expands the essential skills acquired in German Studies 101. Emphasizes the acquisition and correct use of pronunciation, grammatical structures (including past tenses), and vocabulary used in everyday life and ordinary situations. Aspects of customs, contemporary culture and civilization in Germany and Austria are also stressed. Prerequisites: GS 101 or equivalent.

### **+GS 201. Third Semester German • 3 credits**

Aids students in building and enhancing foundational active and passive German vocabulary along with review and expansion of German syntax. Prerequisites: GS 102 or equivalent score on the SAU placement exam.

### **+GS 202. Fourth Semester German • 3 credits**

Grammar review along with greater mastery of written and spoken German. Readings of German short stories. Prerequisites: GS 201 or equivalent score on placement exam.

### **+GS 301. Advanced German I • 3 credits**

Advanced study of grammar, style, and syntax as well as a means to develop both written and oral skills. Emphasizes acquiring writing/composition skills, but reading, speaking and listening skills are also honed through class discussions and a variety of readings. Prerequisites: GS 202.

### **+GS 302. Advanced German II • 3 credits**

Continuation of GS 301 and includes greater emphasis on conversational skills and the use of colloquial German. German radio podcasts as well as German newspapers are an integral part of the course. Prerequisites: GS 202.

### **+GS 310. Special Topics in German Studies • 3 credits**

Includes the study of topics, pertaining to a literary genre or period or a theme, which are explored 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 vary; may be repeated if topics are different. Prerequisites: GS 302; or instructor permission.

## Health Sales

### **HSLs 340. Selling in Healthcare • 3 credits**

Highlights current federal regulatory issues related to healthcare sales and delivery. The student will gain an understanding of key players in the healthcare marketplace, the goals of healthcare, experience data analytics and information technology. The learner will have the opportunity to demonstrate advocacy for a health policy or health goal of their choosing. The semester culminates with a business plan presentation for increasing market share. Prerequisites: SLS 235.

## Health Sciences

### **HS 100. Health Careers Exploration • 1 credit**

Explore a range of health care careers. Discuss current issues and topics related to health care while reflecting on personal values, skills, and interests to determine if a career in health professions is a good fit. Through lectures, hands-on experiential learning sessions, Blackboard discussions, a panel discussion, patient grand rounds, and reflective journaling, students will gain an understanding of the skills, education, and experiences required for SAU health professions programs.

### **HS 150. Introduction to Health Sciences Professions • 2 credits**

Explore a variety of health professions via literature research, panel speakers (community health care professionals), as well as through job shadowing. Students will be encouraged identify their talents and interests to determine how these best fit into a career as well as write cover letters, resumes/CV, and thank you letters. In addition to focusing on individual health professions, examine how these professions fit into a healthcare team. Special discussion topics include medical ethics.

### **HS 250. Medical Terminology • 1 credit**

An introductory course emphasizing recognition, definition, and pronunciation of medical terms. The student will understand the meaning of these words by defining the word roots and combining forms. Sophomore status recommended.

**HS 360. Principles of Health Care Research • 3 credits**

Introduces elements of research design and analysis for clinical research trials with a focus on how the efficacy and effectiveness of drugs, devices and other medical therapies are tested. Includes an application of the specific physiology underlying representative of clinical trials. Throughout the course, an emphasis will be placed on evaluating clinical trial literature and applying this knowledge to sales or other practice encounters. Prerequisites: BIOL 205; STAT 213 or equivalent statistics course; and at least one Sales course.

## History

**+HIST 101, 102. History Matters • 3 credits**

Varied content designed to introduce First Year students and non-majors to the discipline of history.

**+HIST 201. United States to 1877 • 3 credits**

Survey of United States from its beginnings through post-Civil War Reconstruction. Designed for History majors, prospective History majors, and non-majors interested in historical research, writing, and textual analysis.

**+HIST 202. United States since 1877 • 3 credits**

Survey of United States history from the end of Reconstruction to the present. Designed for History majors, prospective History majors, and non-majors interested in historical research, writing, and textual analysis.

**HIST 205. Introduction to Historical Methods • 3 credits**

An introduction to historical methods for history majors. Learn the fundamentals of historical practice, including research, analysis, and writing. Students will also be exposed to key ideas in historiography.

**+HIST 210. The Atlantic System • 3 credits**

An advanced survey of colonial American history from the first European encounter with the New World to 1760. Spanish, Portuguese, English and French settlement in the Americas investigated, with special attention to religious, economic, social and political history. Includes a comparative investigation of slavery in the Americas. This course is designed for History majors, prospective History majors and non-majors who are interested in historical research, writing and textual analysis.

**+HIST 211. Asia • 3 credits**

Focuses on political, economic, social, cultural, and philosophical developments in China, Japan, Korea, Vietnam, and/or India, and examines the influence of Asian nations on the rest of the world. Designed for History majors, prospective History majors, and non-majors interested in historical research, writing, and textual analysis.

**+HIST 212. Modern Africa • 3 credits**

An introduction to African history from 1800 to the present.

**+HIST 213. Latin America • 3 credits**

Survey Latin American History from the pre-Columbian period through twentieth century. Our study of Latin America begins with the European conquest of indigenous people which created a new society that blended Indian, European, and African traditions. Examine the colonial period, as well as how the Latin American nations have come to terms with political independence and economic underdevelopment.

**+HIST 215. Classical Europe • 3 credits**

An introduction of Classical Culture themes through the study of a variety of sources including and not limited to historical, artistic, literature, philosophical readings, and other media.

**+HIST 216. Medieval Europe • 3 credits**

Examine the political, religious, social, economic, and cultural history of the Medieval West from the fall of Rome, A.D. 400 to A.D. 1500. Prerequisites: Sophomore standing.

**+HIST 217. Modern Europe • 3 credits**

Survey Europe from the Treaty of Westphalia ending the Thirty Years War to the collapse of Soviet Union in 1991. Examine Europe's major historical events, including the major revolutions and conflicts. Examine political developments including the rise of the modern nation state as well as the development of the modern economy. Additionally, we will also pay particular attention to the cultural and intellectual developments of the period.

**+HIST 250. Intermediate Topics in History • 3 credits**

Topics in world or American history, with variable content. Designed for History majors, prospective History majors, and non-majors interested in historical research, writing, and textual analysis.

**+HIST 306. Colonial America • 3 credits**

Examines the complex origins of American society and culture in the colonial era from the time of first contact until the eve of the imperial crisis. Explore the establishment and expansion of European colonization in the 16th and 17th centuries, paying careful attention to its increasing reliance on Native American trade and African slave laborers. Finally, trace the maturation of these colonial societies in the 18th century and the imperial rivalries and wars that led Britain to its spectacular, but short-lived, successes in North America on the eve of the American Revolution.

**+HIST 307. Revolutionary America, 1763-1815 • 3 credits**

Examine the state of the British Empire in 1763 and the imperial crisis that led the American colonists to declare their independence in 1776. Explore the narrative and scholarly analysis of the war to secure that independence and the political process of creating and implementing a new constitutional order that followed. Consider the implications of these events for shaping the culture and everyday lives of both men and women of all races living in America.

**+HIST 308. Jacksonian America, 1815-1850 • 3 credits**

Examine the dramatic changes in American politics and society from the conclusion of the War of 1812 to the Compromise of 1850. Explore how western expansion, industrialization, the growth of slavery, religious revivals, reform movements, and political party development reshaped the contours of life in America and nudged the nation closer to the Civil War.

**+HIST 309. Civil War and Reconstruction, 1840-1877 • 3 credits**

Examine the deep political and cultural fractures that led to the secession crisis and outbreak of Civil War in 1861. Explore in detail the conduct of the war and consider its many lasting impacts on American society and culture. Finally, assess the intentions and outcomes of the critical efforts to heal the nation's wounds and promote greater justice for all citizens during the contested era of Reconstruction following the war.

**+HIST 310. Gilded Age and Progressive Era, 1877-1920 • 3 credits**

Focuses upon the changes wrought in America by industrialization, urbanization, and immigration, as well as the responses of urban and agrarian reformers to these changes. Designed for History majors, prospective History majors, and non-majors interested in historical research, writing, and textual analysis.

**+HIST 311. United States, 1917-1945 • 3 credits**

Examine America's role in the First and Second World Wars, as well as the interwar era marked by the Roaring Twenties, Great Depression, and New Deal. Designed for History majors, prospective History majors, and non-majors interested in historical research, writing, and textual analysis.

**+HIST 312. United States since 1945 • 3 credits**

Examine America's rise to world power after the Second World War, and the political, economic, racial, and social fabric of postwar America, with special emphasis on the Cold War and freedom movements of the 1950s-1970s. Designed for History majors, prospective History majors, and non-majors interested in historical research, writing, and textual analysis.

**+HIST 317. The Vietnam Wars • 3 credits**

Addresses French and American involvement in Vietnam and Southeast Asia from the 19<sup>th</sup> century until the normalization of US-Vietnamese relations in the 1990s with particular emphasis on the wars waged in Indochina by France, the U.S., Vietnam, and Cambodia in the 20<sup>th</sup> century. Designed for History majors, prospective History majors, and non-majors interested in historical research, writing, and textual analysis.

**+HIST 318. American Women: Topics • 3 credits**

Covers the history of women in the United States, with particular emphasis on themes of work, family, reform, race, ethnicity, and feminism. Designed for History or Women and Gender Studies majors, prospective History or Women and Gender Studies majors, and non-majors interested in historical research, writing, and textual analysis.

**+WI-HIST 320. European Topics: Christianity and Culture, Early and Medieval • 3 credits**

Study the historical interaction between religion, namely early Catholicism and culture, primarily in the West from the earliest accounts of Christianity to the end of the Renaissance period. Mainly focuses on ideas that shaped both faith and society in which it grew and the culture shaped by the dynamic between them. Involves a survey of primary source documents such as legal and governing texts, theological and spiritual, works of literature, philosophical works, history, and works of art. The connection between political events and cultural and intellectual trends receives special attention. Prerequisites: One 100 or 200 level HIST course; ENGL 101 with a minimum grade of C.

**+WI-HIST 321. Ancient Greece • 3 credits**

A survey of the history and culture of Greece from Mycenaean times through the death of Alexander the Great. Survey primary source documents such as legal and governing texts, classical works of literature philosophical works, history, and works of art. The connection between political events and cultural and intellectual trends receives special attention. Prerequisites: AH 250; ENGL 101, with a minimum grade of C.

**+WI-HIST 322. Rome • 3 credits**

Survey Roman culture and history from the city's founding in the 8<sup>th</sup> century BC to the collapse of the Western Empire in the 5<sup>th</sup> century AD. Focuses primarily on the art and architecture of the period, but also surveys primary source documents such as histories, legal and governing texts, classical works of literature, and philosophical works. Prerequisites: AH 250; ENGL 101, with a minimum grade of C.

**+HIST 324. Medieval Britain • 3 credits**

Examine the political, religious, social, economic, and cultural history of Britain from approximately A.D. 400 to A.D. 1603, in order to establish a firm foundation of the historical record of British history and its unique contributions to European and British history.

**+HIST 325. Renaissance • 3 credits**

Surveys the history and culture of Western Europe between 1300 and 1517 by studying the effect of 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 source documents such as legal and governing texts, classical works of literature, philosophical works, theological works, and works of art.

**+HIST 326. European Reformations • 3 credits**

Investigate the time period from about the end of the 15<sup>th</sup> century to the end of the 17<sup>th</sup> century, during which the nominal unity of European Christendom was forever altered by the growth of new Protestant churches. Major focus includes people and ideas that helped to shape our modern world: the growth of individualism, capitalism, secularism, the scientific revolution, and the new ideas concerning God and human's place in the universe. Study the effect of the events and movements of this period on political, ecclesiastical, social, and intellectual life, as well as on the art and architecture of the time.

**+HIST 341. 18<sup>th</sup> Century Europe • 3 credits**

Survey Europe from the Treaty of Westphalia ending the Thirty Years War to the defeat of Napoleon and the end of the French Revolution. Examine Europe's political development including the rise of the modern nation state and absolutism, as well as the development of the modern economy. We will also pay particular attention to the cultural and intellectual developments of the period, including the scientific revolution, the Age of Reason and Enlightenment, and the French Revolution.

**+HIST 342. 19<sup>th</sup> Century Europe • 3 credits**

Survey Europe from the Congress of Vienna ending the Napoleonic Wars and the French Revolution to the First World War period. Those years play a crucial role in European and World civilization. Examine Europe's political development including the rise of the modern mass politics and of World Empire, as well as the development of the Industrial Revolution and the modern economy. We will also pay particular attention to the cultural and intellectual developments of the period, including Romanticism, Positivism, Liberalism, Conservatism and Socialism. This course covers the foundation of modern European history, as well as provide further development of skills in historical methods and means of thinking.

**+HIST 343. 20<sup>th</sup> Century Europe and the World • 3 credits**

Surveys Europe and the World from the First World War to the present day. This period has been one of radical transformation, both in Europe and the larger world. Examine Europe's political, economic, and social development and transformation, including the profound transformation caused by two incredibly devastating wars. Also examine the larger world, paying particular attention to the decolonization and the creation of a bipolar world. We will also pay particular attention to the cultural and intellectual developments of the period, including the Russian Revolution, post-World War One anxiety, the Spanish Civil War, post-Colonialism, and the New Left..

**+HIST 344. Spanish Civil War • 3 credits**

Surveys the Second Spanish Republic, the Spanish Civil War, and Franco's Dictatorship. Examine the ideological, political, social, military, and economic issues and the events of Spain during the 1930's, with particular focus on the Civil War itself. Emphasis will be placed on the intellectual and political movements that drove Spain to civil war.

**+HIST 345. European Topics: Life, Liberty, and Leviathan • 3 credits**

Examine the political theory of natural rights, a concept crucial to understandings of democracy and modern politics. Survey thinkers from the Renaissance period through the nineteenth century. Special attention will be paid to the intellectual traditions of Britain and France, the countries where the "natural rights" tradition has had the most profound impact. Prerequisites: Sophomore standing.

**+HIST 346. Books and Barricades • 3 credits**

Examine the revolutionary political and social theory in the 19<sup>th</sup> and 20<sup>th</sup> century. From Marx's first book in 1845 to the French

upheavals of 1968, the history of revolution theory in Europe has largely been a debate between the various branches of the European left, primarily between Marxists and anarchists, or between Marxist orthodoxy and anarchist-inspired, left Marxist alternatives. The intellectual struggle between these factions will be the subject of our course. Prerequisite: Sophomore standing.

**+HIST 347. European Revolutions • 3 credits**

Review four revolutionary events in European History: the French Revolution, the Paris Commune, Russian Revolution, and the Spanish Civil War. Examine the social, political, cultural, intellectual, diplomatic, and military impact of these revolutions on European history. Prerequisites: HIST 100 or 200 level course.

**+HIST 350. Advanced Topics in History • 3 credits**

Focuses on world or American history topics, with variable content. Designed for History majors, prospective History majors, and non-majors interested in historical research, writing, and textual analysis.

**+WI-HIST 353. Russia • 3 credits**

Follow the evolution of Russian art from the 10<sup>th</sup> century to the present, placing the nation's painting, sculpture, and architecture in a cultural, social, political, and historical perspective. Prerequisites: ENGL 101, with a minimum grade of C.

**HIST 393. Directed Readings in History • 3 credits**

Readings in areas of historical interest not provided by other history courses. Open only to junior and senior history majors with prior approval of instructor and department chair. Prerequisites: junior/senior status; instructor consent.

**HIST 400. Capstone Research Experience • 2 credits**

Build on the fundamental historical skills explored in HIST 205. Emphasis placed on choosing a strong research topic, developing a research plan, and exploring preliminary arguments that will lay groundwork for further research and writing in HIST 410, the Capstone Writing Experience, required of all majors. Prerequisite: HIST 205.

**WI-HIST 410. Capstone Writing Experience • 3 credits**

Students hone their skills as historians by writing an original historical essay. This is the capstone for history majors who are expected to synthesize the skills learned in HIST 205 and other history courses. Students will, in individual consultation with a full time faculty member of their choice, choose a specific research topic, conduct primary source research, write a substantial piece of historical writing, and present their work at departmental conference. Prerequisites: HIST 205; instructor consent required; ENGL 101, with a minimum grade of C.

## Honors

Acceptance into the Honors Program is required for these courses.

**+HON 101. World of Ideas • 4 credits**

Explore a particular theme using an interdisciplinary approach with professors from two different disciplines. Students will

apply multiple ways of knowing to explore various questions and issues related to a particular theme.

**+HON 102. The Life of the Mind • 3 credits**

Continues the exploration of the theme identified for Honors 101 from the perspectives of two additional disciplines.

**HON 112. Speaker Series • 1 credit**

Further explores the topic addressed in HON 101 through presentations by St. Ambrose faculty and staff and guest speakers from a variety of disciplinary perspectives.

Prerequisites: HON 101.

**+HON 201. Special Investigations in Honors • 3 credits**

The interdisciplinary course examines a special topic from the perspectives of several scholarly disciplines. The course focuses on the emergence and significance of the phenomenon and analyzes the contributions of various disciplines in the development and classification of this phenomenon.

Prerequisites: HON 101.

**WI-HON 301. The Symposium • 3 credits**

Focuses on the interdisciplinary methods of inquiry and the role that research plays in different disciplines across the liberal arts. Students will read and critically analyze primary sources, frame a research question, conduct a literature review, and present the information to their peers. This course serves as a prerequisite for Honors 401: Honors Thesis, and may assist students in obtaining the background information necessary for them to complete a research or scholarly project in Honors 401.

Prerequisites: ENGL 101, with a minimum grade of C.

**HON 401. Honors Thesis • 2-4 credits**

Provides the opportunity to engage in direct reading, scholarly research, and writing on a topic approved by the student's major department, and facilitated by a member of the major department's full-time faculty. Prerequisites: HON 301.

## Industrial Engineering

**IE 305. Work System Design and Analysis • 3 credits**

Measurement and analysis of work systems. Ergonomics and the environmental, physical, and psychological aspects of work. Work measurement techniques including time study, predetermined time systems and work sampling. Classroom and laboratory experiences are utilized in instruction. Corequisites: MATH 300.

**IE 335. Quality Control and Reliability • 3 credits**

Introduction to statistical quality control methods and systems for analyzing and controlling product quality in industrial and business settings. Design of inspection plans for quality characteristics. Statistical process control charts and acceptance sampling. Introduction to reliability. Prerequisites: MATH 300.

**IE 340. Ergonomics and Occupational Safety • 3 credits**

Ergonomics focuses on human capabilities and the interfaces between individuals and their environment. Concepts from signal detection theory, anatomy, physiology and controls are

presented and then used to solve design problems in a wide variety of applications. Two lectures and one lab per week.

Prerequisites: MATH 300.

**IE 350. Operations Planning, Scheduling and Control • 3 credits**

Addresses those activities in an organization that are directly related to producing goods or providing services. Planning, execution, and control of functions are examined. The focus is on organizational processes in which people, capital, and material (inputs) are combined to produce services and goods (outputs). Such processes may be found in banks, factories, stores, hospitals, etc. Subjects include forecasting, capacity planning, operations design, scheduling, and project management. Prerequisites: ENGR 265; MATH 300.

**IE 360. Introduction to Simulation • 3 credits**

An introduction to building and analyzing models using simulation techniques. Focus is on developing models and gathering meaningful performance data for analysis and decision making in engineering design. Concepts of verification and validation are addressed. Prerequisites: MATH 300.

**IE 391. Operations Research Probability Models • 3 credits**

Emphasis on probabilistic models: decision theory and games, scheduling, inventory, queuing, and Markov Chains. Solutions to real world problems developed using hand computations and computer software. Prerequisites: MATH 300.

**IE 403. Design Fundamentals for Industrial Engineers • 3 credits**

Introduction to the process of engineering design. Application of this process to designing a hardware and software solution to a physical problem faced by an autonomous robotic vehicle.

Corequisites: IE 340.

**IE 409. Operations Research Mathematical Programming • 3 credits**

Emphasis is on formulating and solving real world deterministic optimization problems. Sensitivity of the solutions to variations in parameter values is addressed. Prerequisites: MATH 291. Corequisites: MATH 290.

**IE 415. System Integration and Design • 3 credits**

The systems integration process includes planning, design, implementation and control. Student projects apply this process to industrial engineering functional areas. Prerequisites: IE 360. Corequisites: IE 350.

**IE 460. Industrial Engineering Special Topics • 1-3 credits**

Special advanced topics in Industrial Engineering may include Advanced Manufacturing, Lean Manufacturing, Six Sigma, Engineering Management, Advanced Quality Control, etc. Prerequisites: Instructor Approval required.

**WI-IE 490. Industrial Engineering Senior Design Seminar • 3 credits**

Students work in teams on a significant project involving design or re-design of an operational product, process, or procedure in

either an industrial or a service setting. At a minimum, students will consider objectives and criteria, resources, interface with other functional areas, constraints, alternatives, and operational specifications. The student will prepare a written report, and a professional, written presentation will be made to the host company. Prerequisites: IE 415; ENGL 101, with a minimum grade of C; senior status.

## Information Literacy

### IL 101. Information Literacy • 1 credit

An introduction to techniques of information retrieval, critical evaluation of that information, and ethical use of information. Engaged students who attend class, participate, and who undertake and complete all assignments should leave this course having learned the skills necessary to locate and critically evaluate information, develop effective research strategies, and to ethically apply these concepts to undergraduate research using Library resources and the Internet.

## International Business

### INTL 221. Introduction to International Business • 3 credits

International business comprises all business transactions - private and governmental - that involve two or more countries. This course explores the critical factors a business may encounter in the international arena, especially those that may not be present, or perhaps not be so critical, in a wholly domestic business. These factors include diverse culture and social practices, as well as distinct legal, political, and economic systems. Globalization is an organizing framework of this course and current events supplement textbook study.

### INTL 322. International Marketing • 3 credits

As businesses and economies expand into a global marketplace, traditional western ideas of marketing must be expanded. Survey of international marketing theories and activities. Prerequisites: MKTG 209.

### INTL 370. International Field Experience • 3 credits

A study abroad experience of 8 weeks or more, or a shorter-term study abroad experience combined with either a service project of 50 hours with immigrants, or an international business internship of at least 50 hours.

### +INTL 372. Business Across Cultures • 3 credits

Offers interdisciplinary coverage of issues, practices, and mindsets as companies conduct business across borders. The course will explore how well, or not so well, American assumptions and practices travel across borders.

### INTL 374. World Regions • 3 credits

Examines the political and socio-economic dimensions of world regions, with a special emphasis on Asia, Europe, and Latin America. Using globalization as an organizing template, it will focus economic development and the institutions that support it.

### INTL 377. Political and Regulatory Environment of International Business • 3 credits

Focuses on variations among political, legal systems and regulatory systems in a multi-national world. Business' relations with host governments, and international agreements and alliances will also be covered.

### INTL 399. Topics in International Business • 3 credits

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

### INTL 400. International Experiential Portfolio • 1 credit

Completion of an international learning portfolio, which integrates all international learning into a cohesive and coherent document. Portfolio must include artifacts gathered from various international experiences (both in and out of the classroom) along with descriptions of their pertinence and value. It also includes an 800-1000 word reflective paper on how the experiences have informed the student's global knowledge and appreciation of cultural differences. Prerequisites: Instructor consent; Senior standing.

## International Studies

### +IS 101. Cultures of the World • 3 credits

This course provides an introduction to culture in general. Content may vary. All material is in English.

### IS 103. Study Abroad Experience • 0 credit

A pass/no pass orientation course for study abroad students during their program.

### +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. Advanced Topics in Culture and Civilization • 3 credits

Acquaints students with major developments in the history, politics, culture, and civilization of specific countries or regions of the world.

### WI-IS 400. Capstone Experience in International Studies • 3 credits

The student will demonstrate advanced research skills by applying the scientific method to answer a research question in political science and/or international studies. The project will include a research question, hypothesis, literature review, research design, criteria and/or model for evaluating the research question, analysis of the research question, conclusion, and suggestions for further research. The research may be either qualitative or quantitative and utilize primary and/or secondary sources. An extensive bibliography is required. Prerequisites: At least one 300 level political science or international studies course; ENGL 101, with a minimum grade of C.

## Justice and Peace Studies

### **+JPS 101. Introduction to Justice and Peace Studies • 3 credits**

An interdisciplinary study of the concepts of justice and peace, and the interplay of economic, sociological, psychological, historical, political, technological, cultural ideological and environmental factors that shape these issues. Presents the historical development of Catholic social justice teaching and how Christians struggle to interact with the secular world around them.

### **+JPS 105. Mediation and Conflict Resolution Skills • 3 credits**

A basic tutorial in conflict resolution/mediation skills with an emphasis on resolution and transformation. Through the use of readings and role play, students examine the principles, strategies, and underlying values of the current practice of mediation. Students will have an opportunity to practice their skills in local school settings and join professional mediation organizations as student members.

### **+JPS 201. Justice & Peace Internship • 1-3 credits**

Participatory action course familiarizing students with empowerment, social justice principles, civic engagement, analysis, intentional reflection, and action. Student experience in the community serves as another text on which to reflect, and there is an interchange between the theoretical concepts learned and student experiences.

## Kinesiology

### **KIN 101. Foundations of Kinesiology • 2 credits**

Provides an introduction to human movement including the historical development of physical activity, exercise science, and sport through contemporary culture. Offers an introduction to the knowledge base as well as information on expanding career opportunities. Physiological, sociological, and psychological principles affecting human movement also are studied.

### **+KIN 120. Conditioning and Self-Defense • 1 credit**

### **+KIN 125. Physical Education Topics • 1-3 credits**

Focuses on both the theoretical and practical application of a series of topics in the field of fitness, sport skills, and relaxation techniques. Students will be exposed to a variety of topics dealing with trends in each field.

### **+KIN 149. Wellness Concepts • 1 credit**

Holistic overview of basic wellness concepts including health-related fitness, body maintenance, nutrition and weight management, substance use and misuse, stress management, and chronic disease prevention.

### **+KIN 159. T'ai Chi • 1 credit**

### **+KIN 160. Basketball • 1 credit**

### **+KIN 165. Developmental Physical Education • 1 credit**

For students unable to participate in regular physical education classes. Prerequisites: Instructor consent

### **KIN 190. Introduction to Sport Management • 3 credits**

An overview of sport organizations that focuses on 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. Includes an examination of governing bodies in professional and amateur sport organizations.

### **KIN 192. Practicum in Sport Management • 2 credits**

Provides part-time work experience in the sport industry. Throughout the semester, this work is to be performed in fewer than 50 hours and should involve observation and assistance alongside a sport industry professional. Prerequisites: KIN 190, sophomore status.

### **+KIN 204. Beginning Badminton • 1 credit**

### **+KIN 206. First Aid/CPR • 2 credits**

Safety awareness as an individual and as a member of society. Responder level first aid, CPR for adults, children, and infants and AED skills.

### **+KIN 211. Beginning Modern Dance • 2 credits**

Instruction in beginning modern dance techniques. Students gain basic skills in modern dance techniques.

### **+KIN 212. Beginning Jazz Dance • 2 credits**

Instruction in beginning jazz dance techniques, and basic skills in jazz dance.

### **+KIN 213. Beginning Ballet • 2 credits**

Instruction in beginning ballet technique. Students will gain basic skills in ballet technique.

### **KIN 216. Exercise and Sport Psychology • 2 credits**

Focuses on the fundamental concepts of sport and exercise psychology. Emphasis is on how these concepts impact physical performance and enhance wellbeing. Students will be exposed to discipline-related assessments and research within the field. Course geared towards practical application for movement practitioners. Prerequisites: PSYC 105; KIN 101.

### **KIN 217. Prevention and Care of Athletic Injuries • 2 credits**

Learn basic principles of preventing and treating common athletic injuries. Course will introduce common injuries seen in sports and examine their epidemiology and etiology to understand how to best prevent and care for them.

### **KIN 225. Visual Communication and Technology in Sport • 2 credits**

Designed to support student growth in computer technology as it relates to the professional field of sport management. Specific technology includes spreadsheet development and management,



web page development and maintenance, and core graphic design application of the Adobe Design Suite (Photoshop, Illustrator, etc.). Prerequisites: Sophomore standing.

**KIN 258. Principles and Methods in Personal Training • 3 credits**

Focuses on both the theoretical and practical applications of weight training techniques and skills as well as 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. Study select methods suitable to meet weight training objectives for these populations. Geared toward those who want to build a foundation of knowledge for certification as a personal trainer. Prerequisites: BIOL 230 or BIOL 205, with a minimum grade of C.

**+KIN 262. Varsity Athletics • 1 credit**

This course can only be taken once per year, four times maximum. Pass/Fail Only.

**KIN 273. Women's Health Issues • 3 credits**

Explores issues related to gender, sport, and the body within a contemporary and historical context utilizing biological, political, social, religious, and economic perspectives.

**KIN 275. Methods in Group Fitness Leadership • 2 credits**

Emphasizes the methods of group exercise instruction, with special focus placed on the safe, effective design of aerobic exercise programs for populations commonly found in community, corporate, and commercial fitness settings. Designed to provide students a strong foundation for group fitness certification and employment in the aforementioned settings. Prerequisites: KIN 101.

**KIN 282. Exercise and Aging • 3 credits**

Introduction to basic physical changes that occur with aging, focusing on the difference between health-related aspects of aging that are largely biological and immutable and those that are largely a function of lifestyle, behavior and attitudes. Emphasis on exercise health promotion, and wellness among older adults. Examination of health dimensions important to building exercise and leisure programs for older adults. Prerequisites: KIN 101.

**KIN 302. Health and Physical Education Concepts and Methods for Elementary School Teachers • 3 credits**

Participation in activities related to health education and physical education for elementary-aged children. Focus on curriculum and instruction strategies for elementary school classroom teachers. Comprehensive school health program model and concepts emphasized. Prerequisites: KIN 149.

**WI-KIN 306. Sport Promotions and Marketing • 3 credits**

An overview of various techniques and strategies utilized to meet the wants and needs of the sport consumer in the sport industry. Apply fundamental marketing theories and principles to the sports setting and focus on the concepts and practices which form the knowledge base for effective sports marketing

strategies. Additional topics include the evaluation of sport marketing programs and the use of skills in the sports marketplace. Prerequisites: KIN 190; ENGL 101, with a minimum grade of C.

**KIN 307. Planning and Management of Sport Facilities and Events • 3 credits**

An introduction to the issues and strategies and their implementation as they relate to event management. Investigate the application of each venue necessary to organize and operate successful sport events.

**+KIN 335. Sport in Society • 3 credits**

Provides an introduction to the relationship between sport, culture, and the society in which it is embedded. An analysis of the social relations within the institution of sport. Topics include: international cultures in sport; violence and deviant behavior in sport; social stratification in sport; sport education; and societal beliefs, traditions, customs, and the sport subculture. Prerequisites: SOC 101.

**WI-KIN 340. Nutrition Concepts • 3 credits**

Study the relationship between food and the human body and its impact on growth and development, performance, and general well-being. This course is a writing intensive course and will be a focus throughout the semester. As a writing intensive course, a grade of C is required to earn WI credit. Prerequisites: ENGL 101, with a minimum grade of C; BIOL 101, 112 or 199, with a minimum grade of C.

**KIN 341. Exercise Pharmacology and Sport Nutrition • 3 credits**

Provides students with the skills to understand basic pharmacology principles, with emphasis on drugs and supplements frequently used by the physically active population and those seeking to be physically fit. Learn how commonly used drugs, supplements, and micro and macronutrients can affect exercise performance in patients and athletes. Practical guidelines offered to enable the student to monitor and circumvent adverse reactions to drug therapies. Prerequisites: BIOL 230, with a minimum grade of C.

**KIN 350. Scientific Principles of Strength and Conditioning • 3 credits**

Introduce the scientific principles based on science knowledge obtained in BIOL 230 and BIOL 232. Emphasis within this course will focus the scientific principles of strength and conditioning and on optimizing human performance in an aerobic state. Critical reading and scientific writing will be required for students to incorporate aerobic exercise principles to a variety of training modes. Prerequisites: KIN 390 or KIN 366, with a minimum grade of C. Recommended: KIN 361.

**KIN 355. Financing Sport Organizations • 3 credits**

Includes the study of financial theories and practical application as they impact sport revenues and expenditures; sources of revenue for financing sport, including public and private sectors, governments, memberships, fees, PSLs, taxes, bonds and trademark licensing; and the familiarization with current issues

and trends in financing sport. Prerequisites: ECON 202; ACCT 201.

**KIN 361. Functional and Structural Kinesiology • 3 credits**  
Using anatomical and mechanical principles to study and understand the causes and effects of motion produced by biological systems. Emphasis is on voluntary, functional human movement activities during physical activity, human performance, and physical rehabilitation. Prerequisites: BIOL 230 or BIOL 205, with a minimum grade of C.

**KIN 363. The Law in Sport, PE, Exercise Science and Leisure • 3 credits**  
An introduction to general legal principles and how those principles apply to various sport, exercise, and leisure settings. Legal concepts covered in the course include tort law, constitutional law, disability law, and contract law, which represents areas of the law most likely to impact students as they pursue various career paths related to sport settings, including physical education, fitness, exercise science, recreation, and sport. Gain an understanding of risk management concepts, enabling them to identify and remedy risks to sport-related organizations. Prerequisites: KIN 101.

**WI-KIN-366. Applied Exercise Physiology • 4 credits**  
Designed to provide the student with conceptual knowledge of exercise physiology. 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. This course includes a lab. This course is a writing intensive course and will be a focus throughout the semester. As a writing intensive course, a grade of C or better is required to earn WI credit. Prerequisites: ENGL 101, with a minimum grade of C; BIOL 230 or BIOL 205, with a minimum grade of C.

**WI-KIN 390. Exercise Physiology • 4 credits**  
A foundation for understanding physiological changes and adaptation corresponding to exercise; the benefits of various types of training and the factors which affect physiological function during exercise; such as nutrition, age, disease, gender, and the environment. This course is a writing intensive course and will be a focus throughout the semester. As a writing intensive course, a grade of C is required to earn WI credit. This course includes a lab. Prerequisites: BIOL 232, with a minimum grade of C; ENGL 101, with a minimum grade of C; KIN 101.

**KIN 392. Exercise Testing and Prescription • 3 credits**  
Covers laboratory and field tests used for assessing physical fitness components and disease markers. Explore principles of exercise prescription. Test results used in developing individualized exercise prescriptions to improve cardiorespiratory fitness, muscular fitness, body weight and body composition, and flexibility. Prerequisites: KIN 390 or 366.

**KIN 401. Seminar in Sport Management • 1 credit**  
Reports and discussions of topics of current interest in sport management. Topics may include trends and issues,

international sport business, sport communication, and advanced sales and strategies in sport. Students may take each topic of the class for credit, up to eight credit hours total, providing no topic be repeated. Prerequisites: KIN 190, 192; junior status.

**KIN 406. Exercise Prescription and Program Design • 3 credits**  
This course will integrate all of the student's previous coursework, to enable them to assess health and fitness, prescribe appropriate exercise, and optimize human performance for a variety of populations. This will be completed, first through practical classroom experience, followed by a 6 week hands-on personal training project. Critical reading, scientific writing, and oral presentations will be required for students to incorporate current physiological principles and theories with the design and prescription of exercise programs. This course is the capstone course for Human Performance and Fitness majors.

**KIN 408. Capstone in Sport Management • 3 credits**  
Methods and strategies focused upon management challenges in the Sport Industry. Emphasis on professional perspective, critical professional skills, relevance of ethical, legal, historical, and sociological concepts, application of theory and practice, and demonstration of skills in sport management through application of case reviews and research. Prerequisites: KIN 190, 192; senior status or instructor permission; 9 credits from the Sport Management Core: KIN-306, 307, 335, 355, 363, or 419.

**KIN 409. Exercise Pharmacology • 3 credits**  
Provides students with skills to understand basic pharmacology principles, with emphasis on drugs and supplements frequently used by the physically active population and those seeking to be physically fit. Students will also learn how commonly used drugs, supplements, and micro- and macro-nutrients, can affect exercise performance in their patients and athletes. Practical guidelines are offered to enable the student to monitor and circumvent adverse reactions to drug therapies. Prerequisites: KIN 390 or 366, with a minimum grade of C. Recommended: CHEM 103 or 105.

**KIN 410. Biomechanics • 3 credits**  
Qualitatively and quantitatively investigate the biomechanical aspects of human movement, performance, and injury including kinematics, kinetics, and tissue loading. Use computational methods of kinematics and kinetics for 2D motion and 3D motion research methods. Prerequisites: KIN 361, with a minimum grade of C; PHYS 203 or 251, with a minimum grade of C.

**KIN 411. Cardiovascular Pathophysiology • 3 credits**  
An overview of coronary heart disease (CHD) and its scope, etiology, diagnosis, treatment, and prognosis. The material presented on an advanced level adds to previous cardiovascular foundations. Additional focus on EKG interpretation. Prerequisites: KIN 390, with a minimum grade of C.

**KIN 412. Sports Nutrition • 3 credits**

Teaches nutrition and its role on physical activity and how eating properly can help the athlete perform to maximum ability. Learn about the macro- and micro-nutrients, digestion, energy sources, hydration, weight management, eating disorders, and how the information applies to athletic performance. Students will design a nutrition plan for various athlete types. Learn the ability to give advice on nutrition and ergogenic aids. Prerequisites: KIN 340, with a minimum grade of C; KIN 390 or 366, with a minimum grade of C.

**KIN 418. Internship in Human Performance and Fitness • 6–8 credits**

Internship designed to provide practical experience for majors in Human Performance and Fitness. The student will complete a total of 300-400 hours of professional experience in one semester under the supervision of an industry professional. A background check fee will be assessed for this course. Prerequisites: Advisor consent; KIN 366 or KIN 390, with a minimum grade of C; 6 additional credits of KIN at the 300+ level.

**KIN 419. Internship in Sport Management • 9-12 credits**

The professional internship or work experience in the sport management program is designed to provide a practical and reflective application experience for sport management majors during their final year in the major. This experience enables the student to further utilize theories presented in coursework in a substantial way while gaining practical experience in his or her professional orientation. This work experience is a full academic semester experience consisting of 400-600 hours in one semester under the supervision of an industry professional. Prerequisites: Advisor's consent required; KIN 190, 192; senior status. Prerequisites/Corequisites: KIN-408.

**KIN 440. Senior Research I • 2 credits**

Designed to provide students a broad introduction to research in the field of Exercise Science and Human Performance. Students will participate in the research process and gain an understanding of the skills necessary to conduct original research. An emphasis on developing an original research project is the primary goal. Prerequisites: STAT 213. Co-Requisites: KIN WI-390.

**KIN 441. Senior Research II • 1-3 credits**

A continuation of KIN-440; Senior Research I. Students participate in the data collection, data analysis, and completion of a manuscript and professional poster presentation of the pre-planned research project. Depending upon the project's scope and depth, students can elect to take 1-3 credit hours of research to carry out of their proposal. Students electing to complete the project for 1 credit hour will only develop a poster. Students electing to complete 2-3 credit hours will complete a poster and a manuscript. Prerequisites: KIN 440; instructor consent.

## Latin

**LAT 101. First Semester Latin I • 3 credits**

Introduces the student to the essentials of Latin grammar and vocabulary. Sentence construction and translation skills are developed.

**LAT 102. First Semester Latin II • 3 credits**

Completes the essentials of Latin grammar and vocabulary. Sentence construction and translation skills are developed further. Prerequisites: LAT 101.

**LAT 201. Third Semester Latin III • 3 credits**

Continuation of Latin II. Prerequisites: LAT 101, 102.

**LAT 202. Fourth Semester Latin IV • 3 credits**

Continuation of Latin III. Prerequisites: LAT 201.

## Learning Skills

**LS 099. College Reading and Study Skills • 1 credit**

Designed to improve students' ability to study at the college level. Topics include active learning, setting and reaching goals, note taking, and test taking. LS 099 will not count toward the 120-hour requirement for graduation. Prerequisites: Freshman status only.

**LS 201. Advanced College Reading: Vocabulary • 1 credit**

Expand 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**

Work on developing efficient and flexible reading rates through the use of college level and professional reading materials.

**LS 203. Advanced College Reading: Critical Reading • 1 credit**

Students will be guided in methods of critical reading that can be applied to textbook, professional, electronic, and recreational reading.

**LS 204. Advanced College Reading: Standardized Test Preparation • 1 credit**

Learn strategies for preparation and taking standardized exams for admission to graduate school or professional certification. The verbal sections of these tests will be stressed. Each student will investigate the exam he or she will take and formulate an individual plan for preparation.

## Mathematics

**+MATH/STAT 123. Introduction to Data Science • 3 credits**

In this course, you'll learn how to turn raw data into insight using the skills of data science: locating, importing, cleaning, restructuring, transforming, visualizing, modeling, and communicating data using free, open source tools. Using the grammar of graphics and reproducible methods, you'll learn

how to spend less time struggling with data and more time struggling with substantive issues you're trying to solve.

**+MATH 131. Fundamentals in Math • 3 credits**

Survey topics in applied mathematics stressing the connections between contemporary mathematics and modern society. Topics include critical thinking, financial management, statistical reasoning, probability, math in politics, and math in art.

**+MATH 171. Elementary Functions • 3 credits**

Study of algebraic, exponential, logarithmic and trigonometric functions; their graphs, properties and applications.

**+MATH 191. Calculus and Analytic Geometry I • 4 credits**

Review of algebra and functions of a single variables; limits, continuity, differentiability, and integrability. Applications of limit, derivatives, differentials, and integrals to solutions of physical and social problems. Prerequisites: MATH 171 or ACT Math score of at least 28.

**MATH 192. Calculus and Analytic Geometry II • 4 credits**

Techniques of integration; polar coordinates; sequences and series. Modeling with differential equations. Introduction to partial differentiation and multiple integration. Prerequisites: MATH 191 or score of 3 or higher on the AP Calculus AB Exam.

**WI-MATH 220. Introduction to Logic and Proof • 3 credits**

Designed to help students develop skills in reading and understanding elementary mathematical proofs, and in expressing their own mathematical ideas through formal writing. Emphasis will be on precision and style. Math topics include: Logical connectives and quantifiers; types of proof; elementary set theory; functions; integers and induction; equivalence relations; modular arithmetic; matrices. Prerequisites: MATH 171 or ACT Math score of at least 28; ENGL 101, with a minimum grade of C.

**+MATH/CSCI 281. Discrete Structures • 3 credits**

Introduction to discrete mathematics as it is used in computer science. Topics include propositional and the predicate logic, simple circuit logic, elementary number theory, sequences and summations, methods of proof (direct, by contradiction, by contraposition, by induction), set theory, graph theory, combinatorics, and discrete probability.

**MATH 290. Elementary Linear Algebra • 3 credits**

Matrices and systems of linear equations. Determinants. Lines and planes in three-space. Vector spaces and linear transformations. Characteristic equations, eigenvalues and eigenvectors. Diagonalization. Prerequisites: MATH 191 or score of 3 or higher on the AP Calculus AB Exam.

**MATH 291. Calculus and Analytic Geometry III • 4 credits**

Limits and continuity of functions of several variables, partial derivatives, directional derivatives, multiple integration, vectors, planes and vector fields. Green's Theorem. Prerequisites: MATH 192 or score of 3 or higher on the AP Calculus BC Exam.

**MATH/STAT 300. Modern Probability and Statistics • 3 credits**

A Calculus-based introduction to probability and the application of mathematical principles to the collection, analysis, and presentation of data. Modern probability concepts, discrete/continuous models, and applications; estimation and statistical inference through modern parametric, and simulation/randomization methods; maximum likelihood; Bayesian methods. This course prepares students for the preliminary P/1 exam of the Society of Actuaries and Casualty Actuarial Society. Pre-/Co-requisites: MATH 192.

**MATH/STAT 301. Statistical Modeling • 3 credits**

The development, application, and evaluation of statistical models to analyze data for decision-making. Univariate and multivariate general linear models (ANOVA, ANCOVA, MANOVA, linear regression), generalized linear models (logistic and Poisson regression), and nonlinear models. The course focuses on experimental design and model estimation (including robust and randomization-based methods), fit, and interpretation. Students are introduced to multivariate techniques, including multidimensional scaling, principal components analysis, cluster analysis, and structural equation modeling. Prerequisites: A previous statistics course, including MATH 300 or STAT 213 that introduces statistical inference.

**MATH/STAT 305. Advanced Data Science • 3 credits**

Case study approach to topics in data science: importing, wrangling, visualizing, modeling, and communicating data, with an emphasis on big data. Statistical learning techniques for classification; tree-based methods; support vector machines; unsupervised learning. Prerequisites: MATH/STAT 300, STAT 213, or STBE 237.

**MATH/STAT 306. Ethics of Data Analysis • 3 credits**

Examine the ethical issues related to method validity and reproducibility, and social impact and responsibility. Topics include privacy and anonymity, data accuracy and validity, transparency, model misuse and misinterpretation, and social responsibility and harm. Prerequisites: MATH 300.

**MATH 320. Ordinary Differential Equations • 3 credits**

First-order ordinary differential equations, linear second order and higher differential equations, series solutions, systems of differential equations and their applications, matrix methods for linear systems, existence and uniqueness theorems. Recommended Prerequisites: 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. Differentiation. Prerequisites: MATH 192, 220 and 290.

**WI-MATH 380. Abstract Algebra • 3 credits**

Definitions and basic properties of groups. Homomorphisms, normal subgroups, quotient groups and direct products. Rings, integral domains and fields. Ideals, quotient rings and

polynomials. Prerequisites: MATH 220 or 290 or departmental approval; ENGL 101, with a minimum grade of C.

**MATH/STAT 390. Mathematical Programming • 3 credits**  
Use of mathematical applications and markup languages with an emphasis on R, R-studio, and LaTeX. Topics include statistical computing, functional programming with data analysis, simulation techniques, pseudo-random number generators, sampling techniques such as bootstrapping, and Markov chain Monte Carlo methods. Prerequisites: MATH/STAT 300 or Departmental approval.

**MATH/STAT 391. Capstone • 1 credit**  
Project based application of previous mathematical statistics and computer science courses related to the Data Science and Analytics program. Use of statistical software and programming languages to complete a report, or project relating to data analytics or data science. Prerequisites: MATH 390.

**MATH 400. Topics in Mathematics • 3 credits**  
Selected topics in pure or applied mathematics. Prerequisites: Departmental approval.

## Mechanical Engineering

**ME 310. Engineering Measurements and Instrumentation • 3 credits**  
Principles of data acquisition, analysis, and uncertainty. Exploration of components of measuring systems, including design, selection, and operation of equipment. Two lectures and one lab per week. Prerequisites: MATH 300.

**ME 312. Thermodynamics • 3 credits**  
Examination of the zeroth, first and second laws of thermodynamics, properties of pure materials, the ideal gas law, entropy, and cycles; control volume analysis of closed and open systems; engineering applications and problem solving. Prerequisites: PHYS 253.

**ME 315. Fluid Mechanics • 3 credits**  
Examination of forces due to static and dynamic fluids. Principles of mass and momentum conservation in open and closed systems. Characterization of flow. Application of concepts to design of thermal engineering systems. Two lectures and one lab per week. Prerequisites: MATH 291; ME 312.

**ME 350. Machine Design • 3 credits**  
Fundamental characteristics of basic mechanical components, and methodologies for analysis, selection, and synthesis of components into a mechanical system. Introduction to the engineering design and decision-making process. Examination of stress and failure modes. Prerequisites: ENGR 106, 303. Pre-/Co-Requisites: ENGR 302.

**ME 405. Control Theory • 3 credits**  
Utilization of Laplace transforms and/or transfer functions to describe, analyze, model and simulate dynamics of mechanical, electrical, thermal, fluid, and hybrid systems. Examination and modeling of time and frequency domain responses. Block diagrams. Analysis and design of discrete systems and design

compensation. Prerequisites: MATH 320.  
Prerequisites/Corequisites: MATH 290.

**ME 410. Heat and Mass Transfer • 3 credits**  
Fundamentals of heat transfer in one-dimensional, two-dimensional, and transient conduction, forced and free convection, and radiation exchange between surfaces. Analysis of heat exchangers. Examination of mass transfer. Lab experiments examining concepts in thermodynamics and heat transfer. Prerequisites/Corequisites: ME 315.

**ME 412. Applied Thermodynamic • 3 credits**  
Application of fundamentals of thermodynamics to power, refrigeration, air conditioning and heat pump systems. Examination of gas and chemical mixtures as applied to pycnometry, thermochemistry, and combustion. Major design component. Prerequisites: ME 312.

**ME 415. Mechatronics • 3 credits**  
Incorporation of sensors, actuators, digital, and analog electronic components for control of systems through programming of microcontrollers. Simulation, acquisition, and analysis of input and output signals of electro-mechanical systems. Use of logic and Boolean operations. Application of concepts through hands-on development of electro-mechanical systems. Prerequisites: PHYS 306.

**ME 460. Mechanical Engineering Special Topics • 1-3 credits**  
Special advanced topics in Mechanical Engineering may include Advanced Controls, Finite Element Analysis, Environmental Engineering, Biomechanics, etc. Prerequisites: Instructor Approval required.

**WI-ME 490. Senior Design Seminar • 3 credits**  
A significant project involving design or re-design of an operational product in either an industrial or a service setting. As a minimum, students will consider objectives and criteria, resources, interface with other functional areas, constraints, alternatives and operational specifications. A written report will be prepared by the student. Designs may include HVAC or device-based projects. Prerequisites: ENGR 251; ME 312, 405; ENGL 101, with a minimum grade of C.

## Management

**MGMT 210. Principles of Management • 3 credits**  
Survey of topics from several social science disciplines applied to the study of effective management and organizational strategy, structure and behavior. Topics includes planning, organizing, leadership, and control. Interrelationships examined between needs and expectations of the individual and organization and society.

**MGMT 216. Entrepreneurship and Innovation • 3 credits**  
Provides students from all disciplines knowledge and practice of how entrepreneurship works through the identification of opportunities and turning ideas into innovations in order to create value for society.

**MGMT 233. Operations and Supply Chain Management • 3 credits**

Current, real-life experiences from operations and supply management disciplines are applied in the study of effective management of organizational operations, supply chain execution and enhancement, and leadership behavior. Topics include planning, sourcing, manufacturing, and logistics. Management topics include organizing, leadership, automation, labor relations, and social responsibility. Interrelationships between operational needs, the global supply chain, and the management/supervision of people are examined.

**MGMT 316. New Venture Planning • 3 credits**

Builds on the entrepreneurial mindset so that students develop a viable business plan for a new concept, product, service, or technology. Students collect and analyze market and industry data to explore the feasibility of their new venture. Prerequisites: MGMT 216.

**MGMT 318. Social Entrepreneurship • 3 credits**

Provides students with an understanding of the complex dynamics underlying social and sustainable entrepreneurship as a global phenomenon. Social entrepreneurship is about using entrepreneurial skills to craft innovative responses to social problems. Students will study how social entrepreneurs recognize opportunities, combine and mobilize resources, trigger positive change in various domains, and build sustainability.

**MGMT 233. Operations and Supply Chain Management • 3 credits**

Current, real-life experiences from operations and supply management disciplines are applied in the study of effective management of organizational operations, supply chain execution and enhancement, and leadership behavior. Topics include planning, sourcing, manufacturing, and logistics. Management topics include organizing, leadership, automation, labor relations, and social responsibility. Interrelationships between operational needs, the global supply chain, and the management/supervision of people are examined.

**MGMT 320. Human Resource Management • 3 credits**

Introduction to the Human Resource functions of workforce planning, legal requirements, work design, recruiting, selection, training and development, performance management, labor and employee relations.

**WI-MGMT 325. Leadership in Organizations • 3 credits**

An introduction to leadership in organizations, including both historical and current behavioral theories. Application to life experiences will be addressed. Prerequisites: MGMT 210; ENGL 101, with a minimum grade of C.

**MGMT 332. Organizational Theory and Behavior • 3 credits**

Concentrates on individual processes, inter-personal and group processes, organizational processes and design and organizational changes. Prerequisites: MGMT 210.

**MGMT 333. Purchasing • 3 credits**

Focuses on supplier relationship management (SRM). Explores the relationship between business and its network(s) of suppliers in product and service industries. The course builds on the foundation of business processes in previous course work and the integration of all those processes internally and externally with customers and suppliers. Provides a deeper understanding of the supply management processes of forecasting, sourcing, purchasing, logistics, cost accounting, technology, and warehousing. Elements of this course include business ethics, negotiating, quality, and performance improvement. Prerequisites: MGMT 233.

**MGMT 336. Conflict Management and Negotiation • 3 credits**

Explores and analyzes established and cutting edge alternative dispute resolution techniques for resolving business disputes. Includes negotiation, mediation, arbitration, summary jury trial and other third-party interventions.

**MGMT 338. Diversity and Gender in the Workplace • 3 credits**

Explores the impact of cultural diversity on personal and organizational effectiveness from a leadership and management perspective. Examines the importance of appreciation for cultural diversity for the global manager.

**MGMT 343. Manufacturing Operations • 3 credits**

Manufacturing operations expands the knowledge of processes that create products and services in companies. It includes product or service design, change management, production processes, production control, safety, technology, and decision making. Impact of human relations policies and union agreements are studied. Explore Six Sigma quality and operations management concepts. Prerequisites: MGMT 233.

**MGMT 353. Logistics • 3 credits**

Focuses on customer relationship management (CRM). Studies the order management processes and tools, and their application to the company. Includes all transportation modes and options including packaging, shipment options, and third party logistics (3PL). Explores the impact of international trade, trade agreements, regulations, letters of credit, and other financing. Management of the returns and warranty processes is discussed. Plan and Deliver: Includes transportation, inventory, demand management, and capacity. Prerequisites: MGMT 233.

**MGMT 399. Topics in Management • 3 credits**

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

**MGMT 416. Entrepreneurship Capstone • 3 credits**

Builds on previous courses to focus on how to launch a new venture. Students will learn about preparing the proper ethical and legal foundation, assessing a new venture's financial strength and viability, building a new venture team, getting financing and funding, protecting intellectual property, and preparing for and evaluating the challenges of growth. Prerequisites: MGMT 216, 316.

**WI-MGMT 449. Strategic Management & Policy • 3 credits**

Study 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. Prerequisites: Senior standing; ENGL 101, with a minimum grade of C.

**MGMT 453. Advanced Operations and Supply Chain Management • 3 credits**

OSCM "capstone" course ties together the entire value chain of OSCM and operationalizes it to demonstrate the integrated relationships and processes involved. Uses Business simulations that allows students to demonstrate knowledge of the OSCM chain and make decisions in a simulated environment. Success is measured by Profit and Loss statements at key points. Prerequisites: MGMT 333, 343, and 353.

**Marketing****MKTG 209. Principles of Marketing • 3 credits**

Marketing involves identifying customer needs and then satisfying those needs with the right product, priced at the right level, promoted in ways to motivate purchases, and made available through the right distribution channel. General introduction to the principles and applications of marketing, providing an overview to students who will take only one marketing class and essential foundations for those planning to continue with more advanced marketing courses.

**MKTG 319. Consumer Behavior • 3 credits**

Theoretical concepts of consumer behavior, and application of these concepts to marketing strategies and decision-making. How individuals make decisions to spend their resources on consumable goods. Prerequisites: MKTG 209.

**MKTG 329. Integrated Marketing Communications • 3 credits**

Study the theory and practice of advertising, touching upon economic and social aspects, history, market, product and consumer analysis, motivation, art, copy and layout, media selection and budgeting. Prerequisites: MKTG 209.

**MKTG 339/SLS 235. Sales Principles • 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 349/INTL 322. International Marketing • 3 credits**

As businesses and economies expand into a global marketplace, traditional western ideas of marketing must be expanded. Survey of international marketing theories and activities. Prerequisites: MKTG 209.

**MKTG 359. Social Media Marketing • 3 credits**

Provides a wide-ranging synopsis of the fundamental and exemplary application of Social Media Marketing used by individuals with aspirations for expanding in the marketing field. Prerequisites: MKTG 209.

**MKTG 369. Marketing Research • 3 credits**

Business decisions are increasingly being made in highly turbulent market environment. Information derived from good market research is one of the cornerstones of the success of both established firms and new business venture. This course is designed to provide an overview of marketing research tools to address marketing issues such as competitive strategy, customer analysis, segmentation and positioning, and new product development. Prerequisites: MKTG 209; STBE 237.

**MKTG 379. Sports Marketing • 3 credits**

Presents an overview of the various techniques and strategies utilized to meet the wants and needs of the sport consumer in the sport industry. Students will apply fundamental marketing theories and principles to the sports setting and focus on the concepts and practices which form the knowledge base for effective sports marketing strategies. Additional topics include the evaluation of sport marketing programs and the use of skills in the sports marketplace. Prerequisite: MKTG 209.

**MKTG 389. Topics in Marketing • 3 credits**

Selected topics, announced as offered, covering various themes. Students may repeat course if on a different topic. (This is a course which will revisit key marketing concepts in the context of real and necessary projects for real businesses. The entire focus in this class will be to use marketing and related business concepts to add value to our client's business as to look for or solve existing marketing problems.) Prerequisites: MKTG 209.

**MKTG 399. Marketing Internship • 1-6 credits**

A professional marketing opportunity where students, in collaboration with a faculty advisor and the Career Center, gain experience in the working business world with private, not for profit, or governmental organizations. Students may earn from 1-6 credits – usually this course is offered for 3 credits. Prerequisites: MKTG 209, Instructor Approval.

**MKTG 489. Directed Readings in Marketing • 1-3 credits**

Provides the opportunity for in-depth exploration of an area of interest in marketing that would otherwise not be covered in the current marketing curriculum. Prerequisites: MKTG 209.

**MKTG 499. Marketing Strategy • 3 credits**

Analysis of management functions as applied to product development, market analysis and pricing, control of marketing activities and use of distribution channels. Integrative course using case studies. Prerequisites: Senior status; MKTG 209; STBE 237.

**Music****MUS 099. Concert Attendance • 0 credit**

Attendance at six approved recitals or concerts in the semester, in addition to those in which the student is a performer.

Required each semester of all music and music education majors. Pass/Fail grade option.

**+MUS 101. Basic Musicianship • 3 credits**

Introduction to theoretical and historical concepts of music. Topics include notation of pitch and rhythm, basic theoretical material and overview of major musical genres through history.

**+MUS 102. Introduction to Guitar • 1 credit**

Beginning instruction in guitar. No previous knowledge of guitar or music needed.

**+MUS 103. Applied Music (non-Music majors/minors) (Voice or Instrument)\* • 1 credit**

Private lessons in selected instrument or voice. Can be repeated up to eight credits. One 30-minute lesson per week for each semester hour of credit. For fees, see Expense section. Private instruction offered in:

a. Voice	h. Clarinet	o. Tuba
b. Piano	i. Flute	p. Percussion
c. Organ	j. Oboe	q. Guitar
d. Violin	k. Bassoon	r. Saxophone
e. Viola	l. French Horn	s. Euphonium
f. Cello	m. Trumpet	t. Harp
g. String Bass	n. Trombone	u. Composition

**+MUS 104. Piano Class I • 1 credit**

Beginning instruction in piano. For students with no previous study of music or piano.

**+MUS 105. Piano Class II • 1 credit**

Continuance of group instruction in piano. For students who have some reading/playing skills. Prerequisites: MUS 104.

**+MUS 106. Voice Class • 1 credit**

Beginning instruction in voice. No previous knowledge of voice of music is needed.

**+MUS 110. Music Orientation • 3 credits**

A historical presentation of Western art music. An investigation and analysis of all types of “classical” music from Gregorian chant to current music, including American music. Designed to enhance listening skills regardless of background or musical experience. Students will acquire fundamental skills to enjoy and appreciate music at a deeper level.

**+MUS 111. University Chorale • 0 or 1 credit**

A mixed-voice choir which studies and performs significant choral literature of all periods and styles, and which serves the university through participation in official events. Enrollment by audition and consent of the director. Maximum of eight credits may be used toward a degree.

**+MUS 112: Bee Sharp (Vocal Ensemble) • 1 credit**

Male a cappella choir which studies and performs significant choral literature of all periods and styles through focusing on barbershop and contemporary choral music, and which serves the university through participation in official events. Enrollment by audition and consent of the director.

**+MUS 115. Music in Culture • 3 credits**

A listening course exploring the role of music in several world cultures. Recommended for non-majors. The ability to read music is not required for the course, but may be helpful.

**+MUS 116. Topics in Music Culture • 3 credits**

A listening course exploring a single music culture. The class explores the roots of the selected culture, its musical characteristics, the meaning of the music within the culture, and its influence on the world beyond.

**+MUS 117. Symphonic Band • 0 or 1 credit**

A group that performs wind band literature of all periods and styles. Rehearsal and performance of the finest wind repertoire at the highest level will enhance the student’s aesthetic awareness and perception. Involvement with performed music at home concerts, off-campus performances, civic and athletic events will raise the student’s awareness of music as a powerful cultural force. Maximum of eight credits may be used toward a degree.

**+MUS 118. Jazz Ensemble • 0 or 1 credit**

A select group that studies and performs music in various jazz styles. Performance of jazz music at the highest level will enhance student’s aesthetic awareness and perception. Performances on and off campus will raise the student’s awareness of music as a powerful cultural force. Maximum of four credits may be used toward a degree. Recommended: MUS 117.

**+MUS 119. SAU Community Symphony Orchestra • 0 or 1 credit**

Ensemble concentrating on a variety of orchestral literature. Maximum of eight credits may be used toward a degree. Prerequisites: Instructor consent required.

**+MUS 120. Jazz Appreciation • 3 credits**

A historical presentation of jazz in America. An investigation and analysis of all types of jazz from Early New Orleans Jazz to current contemporary styles. Designed to enhance the listening skills of the student regardless of background or musical experience. Students will acquire the skills necessary to enjoy and appreciate jazz at a deeper level and discriminate between different types of jazz.

**+MUS 121–127. Ensemble • 0 or 1 credit**

Ensemble work in the following groups:

- 121. Vocal Ensemble
- 122. String Ensemble
- 123. Woodwind Ensemble
- 124. Brass Ensemble
- 125. Piano Ensemble
- 126. Mixed Ensemble
- 127. Percussion Ensemble

Offered on as-needed basis. Maximum of four credits may be used toward a degree. Prerequisites: Instructor consent required.

**+MUS 130. History of Rock & Roll • 3 credits**



An investigation and analysis of all types of rock and roll and/or popular music. The course is designed to enhance the listening skills of the student regardless of background or musical experience. Students will acquire the skills necessary to enjoy and appreciate rock/pop music at a deeper level and discriminate between different types of music.

**+MUS 150. Composition Class • 3 credits**

An exploration of compositional techniques and use of current technology as creative tool for musical expression. Designed for those interested in the process of writing music, recording music on a computer, and arranging for acoustic instruments. Class meetings include structured lessons in contemporary music, and student-led presentations of projects. Class assignments involve the opportunity to use computer/midi-synthesizer technologies. Prerequisites: MUS 101 or the ability to read music.

**MUS 201. Music Theory I • 2 credits**

An introduction and study of the 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. Music Theory II • 2 credits**

A continuation of MUS 201: Music Theory I. Study cadences, phrase structure, non-chord tones, harmonic dominant and non-dominant sevenths, secondary functions and modulations. Prerequisites: MUS 201, with a minimum grade of C is required.

**+MUS 203. Applied Music (Voice or Instrument)\* • 1–2 credits**

Private lessons in selected instrument or voice. Can be repeated up to eight credits. One 30-minute lesson per week for each semester hour of credit. Students studying their instrument/voice for 2 credits are expected to practice twice as much. They are expected to cover more repertoires, make greater progress in technique, and to perform at a higher level than those registered for 1 credit. For fees, see Expenses section. Prerequisites: Music majors and minors only and scholarship recipients.

**MUS 207. Aural Skills I • 2 credits**

Performance and aural recognition of intervals, major and minor scales, triads, diatonic melodies, chord progressions, and basic rhythmic patterns in simple and compound meters. Prerequisites: MUS 101, with a minimum grade of C.

**MUS 208. Aural Skills II • 2 credits**

Continuation of MUS 207. Seventh chords. Longer and more complicated diatonic melodies and chord progressions. Basic rhythmic patterns in less common meters. Prerequisites: MUS 207, with a minimum grade of C.

**MUS 221. Technique for Piano • 1 credit**

Introductory course for basic keyboard skills for classroom and personal use, including major scales, primary chords, harmonization, sight reading, and transposition. Required for first-year music and music education majors. Class open to music majors and minors only.

**MUS 222. Piano Techniques II • 1 credit**

Continuation of Techniques for Piano, learning basic keyboard skills, including minor scales, seventh chords, accompanying skills, harmonization and transposition of chord charts. Required class for music and music education majors who have completed Technique for Piano. Limit 6 students. Prerequisites: MUS 221 or permission of the instructor.

**MUS 234. Percussion Techniques • 1 credit**

Basic information concerning teaching methods and performance techniques for musical instruments common to the percussion family. Provides the ability to teach beginning students at the elementary or secondary school levels and to continue to provide them with an accepted, organized approach to learning and developing percussion techniques and skills. Acquaint students with the history of each major instrument, their acoustical properties and methods of sound production, and the idiosyncrasies of percussion music notation. Prerequisite: Music majors only.

**MUS 235. Brass and String Techniques • 1 credit**

Designed to provide music education majors with experience and resources to enable quality instruction of the brass and string families. A balance is placed on the performance and teaching of the various instruments. Conceptual knowledge will come from readings from the required textbooks and other supplementary materials, as well as from class discussions. Finally, practical, hands-on experience with the instruments, students will select one instrument on which to specialize, which then can be carried over to other instruments in their families.

**MUS 236. Vocal Techniques: Pedagogy • 1 credit**

Students explore their individual voices and share their experiences with the class. Each student will also work as a voice instructor for another student of the opposite gender who is not in the class. Particular attention will be given to understanding the basics of the vocal instrument (physiology, design, etc.), diagnosing and correcting vocal faults, addressing issues of vocal health, as well as warm-ups, proper practice, breath control, and other issues of vocal production. Prerequisite: Music majors only.

**MUS 237. Vocal Techniques: Diction • 1 credit**

Explore the unique sounds in languages primarily employed in choral and vocal music, especially Italian, German, French, and Latin. Particular attention will be given to understanding the International Phonetic Alphabet (IPA), and its application to use in the classroom and studio lessons to effectively teach proper pronunciation combined with healthy vocal production. Prerequisites: Music majors only.

**MUS 238. Woodwind Techniques • 1 credit**

Basic information concerning teaching methods and performance techniques for musical instruments common to the woodwind family. Learn how to teach beginning students at the elementary or secondary school levels and to continue providing them with an accepted, organized approach to learning and developing woodwind techniques and skills. Course is designed to acquaint students with the history of each major instrument,

their acoustical properties and methods of sound production.  
Prerequisites: Music majors only.

**MUS 242. Techniques for Studio Teaching • 1 credit**  
Procedures and techniques for effective individual and group lessons. Successful operation of a private teaching studio.  
Resources for the independent/studio instructor.

**MUS 301. Music Theory III • 2 credits**  
A continuation of MUS 202: Music Theory II. Study chromatic harmony including secondary functions, modulation, mode mixture, Neapolitan and augmented sixth chords, enharmonic modulation, extended tertian chords, binary and ternary forms.  
Prerequisites: MUS 202, with a minimum grade of C.

**MUS 302. Theory IV • 2 credits**  
A continuation of MUS 301: Music Theory III. Study the expansion of tonality into the 20<sup>th</sup> Century, and reintroduce modes and other scales, atonal theory concepts, serialism, and other contemporary techniques. Prerequisites: MUS 301, with a minimum grade of C.

**+MUS 303. Advanced Applied Music (Voice or Instrument)\* • 1–2 credits**  
Private lessons in selected instrument or voice. Can be repeated for credit. One 30-minute lesson per week for each semester hour of credit. Students studying their instrument/voice for 2 credits are expected to practice twice as much. They are expected to cover more repertoire, make greater progress in technique, and to perform at a higher level than those registered for 1 credit. For fees, see Expenses section. Permission of instructor required for 2 credit option and for the first registration in 303. Prerequisites: MUS 103 or 203; instructor consent.

**MUS 307. Aural Skills III • 2 credits**  
Continuations of MUS-208. Chromatic melodies and chord progressions, modulation, syncopation, hemiola, and irregular division of the beat. Prerequisites: MUS 208, with a minimum grade of C is required.

**MUS 308. Aural Skills IV • 2 credits**  
Continuation of MUS 307. Advanced chromatic, Impressionistic, post-tonal pitch materials, polyrhythms, composite meter, tempo modulation, and modern durational procedures. Prerequisites: MUS 307, with a minimum grade of C.

**+MUS 309. Music in Liturgy • 3 credits**  
History and development of Christian worship with special emphasis on musical traditions. The theological, pastoral, and practical aspects of planning contemporary Catholic and Protestant worship services. Practical experience in liturgical planning. Prerequisites: Ability to read music and instructor consent.

**+MUS 311. Chamber Singers • 0 or 1 credit**  
Mixed-voice chamber choir which studies and performs significant choral literature of all periods and styles, while

specializing in music of the Renaissance and early Baroque; and which serves the university through participation in official events. Enrollment by audition. Maximum of four credits may be used toward completion of a degree. Prerequisites: Instructor consent.

**+MUS 313. STAMVOJA • 0 or 1 credit**  
Mixed-voice choir which studies and performs significant vocal jazz and popular choral literature, and also serves the university through participation in official events. Enrollment by audition. Maximum of four credits may be used toward a degree.  
Prerequisites: Instructor consent required.

**MUS 317/THTR 317. Introduction to Musical Theatre • 3 credits**  
Cross-discipline course providing musical and theatre background for music and theatre majors and minors. Explores areas common to both disciplines and enables students to share strengths. Helps students develop basic and more advanced skills in the musical theatre and gives a broad knowledge of the medium.

**MUS 318. Marching Band/Jazz Band Procedures • 2 credits**  
Philosophy, administration, and instruction for the school marching band and jazz band programs. Development of organizational and rehearsal techniques, needed to create successful marching band and jazz band programs. Practical experience and rehearsal techniques in a variety of instructional settings. Prerequisites: Music majors only.

**MUS 319. Conducting • 3 credits**  
Addresses essentials of conducting, with technique and mechanics of the baton, literature pertaining to the art of conducting, rehearsal procedure, and conducting practice.  
Prerequisite: MUS 202.

**MUS 322. Choral Materials, Methods, and Rehearsal Techniques • 3 credits**  
Study of materials, media, and methods used in teaching instrumental music in the public schools (Grades 5-12).  
Prerequisites: MUS 319; Choral Music Education major.

**MUS 323. Instrumental Materials, Methods, and Rehearsal Techniques • 3 credits**  
Study of teaching methods and materials used in teaching instrumental music in the schools (Grades 5-12). Prerequisites: MUS 202; Instrumental Music Major.

**MUS 324. Music Technology and Practicum • 1 credit**  
Educational use of technologies including computers, MIDI and electronic keyboards, amplification, recording and playback of sound. Individualized projects with technological components.

**WI-MUS 325. Music History and Literature: Antiquity to 1700 • 3 credits**  
Detailed study of the history of music and music literature from Gregorian chant to Baroque music. Emphasis is on developing listening skills for characteristics of time periods as well as

writing skills about music. Prerequisites: MUS 202, with a minimum grade of C; ENGL 101, with a minimum grade of C.

**MUS 326. Music History and Literature: 1750 to 1890 • 3 credits**

Detailed study of history of music and music literature from late Baroque music to the beginning of the 20<sup>th</sup> century. Emphasis is on developing listening skills for characteristics of time periods and specific composers. Prerequisites: MUS 202, with a minimum grade of C.

**MUS 327. Music History and Literature III • 3 credits**

Detailed study of art music since 1890, popular music styles (especially in U.S.) and ethnomusicology. Prerequisites: MUS 202, with a minimum grade of C.

**MUS 403. Senior Capstone • 2 credits**

Private lessons in selected instrument or voice. Can be repeated for credit. One 30-minute lesson per week for each semester hour of credit. Students studying their instrument/voice for 2 credits are expected to practice twice as much. They are expected to cover more repertoires, make greater progress in technique, and to perform at a higher level than those registered for 1 credit. Prerequisites: Music or Music Education Majors only.

**MUS 407. Form and Analysis • 3 credits**

The culmination of Music Theory. Advanced theory and analysis with introduction of layer analysis (Schenkerian techniques), and post-tonal theory and analysis. Study of large-scale tonal structures such as binary, ternary, sonata-form, rondo, and theme-and-variations, and multi-movement symphonies, sonatas, concerti, and others.

**MUS 450. Independent Study in Music • 1–3 credits**

Individual research and/or writing on and approved project, or work and performance on an approved project. Prerequisites: Instructor consent.

## Museum Studies

**+MUSE 380. Introduction to Museum Studies • 3 credits**

This course will explore a wide variety of institutions within the museum industry, including art museums, history museums, children's museums, historical societies, and house museums. Museum professions—such as administration, fundraising, education, collections management, etc.—will also be covered.

**+MUSE 381. Introduction to Collections Management • 3 credits**

This course will introduce students to principles and practices of collections management in museums. Students will examine the legal and ethical obligations as stewards of collections. They will gain an understanding of the fundamentals of the museum environment, space management, and storage methods. Students will be introduced to the acquisition, accession and deaccessioning processes as well as registration duties including collection documentation and cataloging. Students will also learn about collections plans, policies, and procedures.

**+MUSE 382. Introduction to Exhibitions • 3 credits**

This course will introduce students to the foundations of exhibitions, visitor types, and the role of objects. They will gain a foundation of exhibition planning, label writing, and evaluation of exhibitions. This course will include hands-on projects, museum visits, and exhibition critiques.

**MUSE 490. Internship in Art • 3–6 credits**

Students work to gain practical experience in the discipline of art history. Prior approval of instructor required. Pass/No pass course.

## Natural Science

**+NSCI 105. Introduction to Physical Science • 4 credits**

Selected concepts underlying present understanding of the physical universe. Topics include motion and Newton's Laws, energy, electricity and electromagnetism; chemical structure and reactions; and elements of astronomy and geology. Some lecture demonstration and laboratory experience.

**+NSCI 106. Energy • 4 credits**

Study of energy, its use and the underlying physics principles. Topics include energy, work, heat and conservation of energy; energy conversions; energy resources; energy uses and impacts on the environment; renewable and nonrenewable energies; and future energy alternatives. Lectures and laboratory sessions.

**+NSCI 205/EDGEOG 201. Physical Geography • 3 credits**

Natural environment with emphasis on spatial interaction of elements, resources and their uses.

## New Student Seminar

**NSS 101. New Student Seminar • 1 credit**

New Student Seminar helps new students make a successful academic, personal, and social transition to St. Ambrose University. Aims to instill in SAU students a sense of academic community, to effectively convey the expectations of being a college student in a liberal arts tradition, to facilitate thoughtful exploration of interests, majors, and careers, and to expose students to educationally purposeful activities in and out of the classroom.

## Nursing

**NURS 305. Introduction to Nursing Concepts • 3 credits**

Explore the profession of nursing and the role of the professional nurse. Introduction to the nursing process and the beginning application to non-complex clinical situations. Prerequisites: Admission to the Nursing major.

**NURS 315. Nursing Process I Across the Lifespan • 3 credits**

Apply fundamental knowledge based upon the principles of the nursing process to diverse persons across the lifespan. A concept approach is used to discuss the effects of health and wellness on the individual and the family. Introduce fundamental nursing

concepts that supports future clinical practice. Prerequisites: Admission to the Nursing Program.

**NURS 325. Applied Health Assessment Across the Lifespan • 3 credits**

Develop nursing knowledge and skills necessary to perform comprehensive health assessment of individuals across the lifespan. Demonstrate nursing competency in interpretation of assessment data applicable to health assessment of individuals across the lifespan. Prerequisites: Admission to the Nursing Program.

**WI-NURS 326. Applied Health Assessment Across the Lifespan • 3 credits (ACCEL)**

Develop nursing knowledge and skills necessary to perform comprehensive health assessment of individuals across the lifespan. Demonstrate nursing competency in interpretation of assessment data applicable to health assessment of individuals across the lifespan. Prerequisites: ENGL 101, with a minimum grade of C. Admission to the Nursing Program.

**NURS 335. Pathophysiology and Pharmacology • 4 credits**

Introduce pathophysiological disorders from a conceptual approach and integrates pharmacological and nursing interventions as treatment modalities. Select pathophysiological and pharmacological concepts will be explored. Prerequisites: Admission to Nursing Program.

**NURS 350. Applied Learning Experiences I • 2 credits**

Demonstrate introductory knowledge, skills and attitudes necessary for safe, holistic, client-centered care to diverse clients. Opportunities to participate in nursing care, problem-solving, methodologies, clinical judgment, communication, the use of current equipment and technology through applied learning experiences. Prerequisites: Admission to Nursing Program.

**NURS 360. Introduction to Theoretical Concepts • 3 credits**

Introduce theoretical frameworks applicable to nursing practice. Recognize the influence of nursing history and trends within the nursing profession. Prerequisites: NURS 305, 315, 325, 335, 350.

**NURS 361. Introduction to Theoretical Concepts • 3 credits (ACCEL)**

Introduce theoretical frameworks applicable to nursing practice. Recognize the influence of nursing history and trends within the nursing profession. Prerequisites: Admission to Nursing Program.

**NURS 365. Nursing Process II Across the Lifespan • 4 credits**

Apply concepts related to the care of the clients in a medical surgical setting. The nursing concepts taught: common medical surgical diagnosis and potential complications. The interrelationship between diagnosis, nursing process, and client outcomes are analyzed. Prerequisites: NURS 305, 315, 325, 335, 350.

**NURS 370. Applied Learning Experiences II • 2 credits**

Practice knowledge, skills, and attitudes necessary for safe, holistic, client-centered care to diverse clients. Opportunities to participate in direct client care, problem solving, methodologies, clinical judgment, communication, the use of current equipment and technology through applied learning experiences. Prerequisites: NURS 305, 315, 325, 335, 350.

**NURS 375. Pathophysiology/Pharmacology II • 3 credits**

Explore pathophysiological disorders from a conceptual approach and integrates pharmacological and nursing interventions as treatment modalities. Select pathophysiological and pharmacological concepts which will be explored. Prerequisites: NURS 305, 315, 325, 335, 350.

**NURS 376. Pathophysiology/Pharmacology II • 3 credits (ACCEL)**

Explore pathophysiological disorders from a conceptual approach and integrates pharmacological and nursing interventions as treatment modalities. Select pathophysiological and pharmacological concepts which will be explored. Prerequisites: Admission to Nursing Program.

**NURS 380. Nursing Concepts of Mental Health • 3 credits**

Provide theoretical and practiced-based overview of mental health nursing. This course will examine the role of the nurse in addressing the mental health and psychiatric needs of diverse individuals, families, and groups within communities and other health settings. Prerequisites: NURS 305, 315, 325, 335, 350.

**NURS 395. Clinical Application II • 2 credits**

Demonstrate the nursing process within the clinical setting utilizing theoretical content, skills, and critical thinking in selected client care experiences. Develop nursing knowledge, skills, and attitudes of holistic care for diverse individuals and groups. Prerequisites: NURS 305, 315, 325, 335, 350.

**NURS 399. Independent Research • 1-6 Credits**

An independent nursing project with permission of department chairperson to broaden the foundation of knowledge within the field of nursing. Supervision is assigned to a faculty member with expertise in an area of requested study. Student with an interest in any aspect of nursing can integrate information from several fields within nursing and focus on the question to be investigated. Instructor's consent required.

**NURS 410. Concepts of Population Health • 3 credits**

Develop an appreciation for nursing care of aggregates. Exploration of population focused nursing care will demonstrate an impact on health outcomes within a social justice framework. Special emphasis will be placed on advanced theoretical concepts related to nursing care for a variety of populations. Prerequisites: NURS 360, 365, 370, 375, 380, 395.

**NURS 411. Concepts of Population Health • 3 credits (ACCEL)**

Develop an appreciation for nursing care of aggregates. Exploration of population focused nursing care will demonstrate an impact on health outcomes within a social justice framework.

Special emphasis will be placed on advanced theoretical concepts related to nursing care for a variety of populations. Prerequisites: Admission to Nursing Program.

**NURS 415. Nursing Process III Across the Lifespan • 3 credits**

Analyze and evaluate the client conditions utilizing current nursing practice for diverse persons across the lifespan experiencing medical surgical problems. Compare and contrast fundamental and medical surgical nursing concepts that support future clinical practice. Prerequisites: NURS 360, 365, 370, 375, 380, 395.

**NURS 425. Applied Learning Experiences III • 2 credits**

Apply knowledge, skills, and attitudes necessary for safe, holistic, client-centered care to diverse clients. Opportunities to participate in direct client care, problem-solving, methodologies, clinical judgment, communication, the use of current equipment, and technology through applied learning experiences. Prerequisites: NURS 360, 365, 370, 375, 380, 395.

**NURS 435. Concepts of Children and Women's Health • 3 credits**

Translate the principles and application of the nursing process to the care of women and children. Apply theoretical framework to the care of women and children. Prerequisites: NURS 360, 365, 370, 375, 380, 395.

**WI-NURS 440. Evidence Based Practice • 3 credits**

Designed to introduce the topic of evidence-based practice, which is the integration of existing scientific evidence, clinical judgment, client preferences, and available resources as it is used in clinical decision making. The main focus of this course is on the iterative process of identifying clinical questions; searching, appraising, and synthesizing relevant evidence; planning and implementing practice changes; evaluating outcomes; and identifying organizational readiness for education related to evidence-based practice, and ethical issues are also explored. Prerequisites: ENGL 101, with a minimum grade of C; NURS 360, 365, 370, 375, 380, 395.

**WI-NURS 441. Evidence Based Practice • 3 credits (ACCEL)**

Designed to introduce the topic of evidence-based practice, which is the integration of existing scientific evidence, clinical judgment, client preferences, and available resources as it is used in clinical decision making. The main focus of this course is on the iterative process of identifying clinical questions; searching, appraising, and synthesizing relevant evidence; planning and implementing practice changes; evaluating outcomes; and identifying organizational readiness for education related to evidence-based practice, and ethical issues are also explored. Prerequisites: ENGL 101, with a minimum grade of C; STAT 213; Admission to the Nursing Program.

**NURS 445. Clinical Application III • 2 credits**

Apply the nursing process within the clinical setting utilizing theoretical content, skills, and critical thinking in selected client care experiences. Integrate nursing knowledge, skills, and

attitudes of holistic care for diverse individuals and groups. Prerequisites: NURS 360, 365, 370, 375, 380, 395.

**NURS 460. Concepts of Applied Nursing Care • 3 credits**

Interpret and synthesize client conditions using the nursing process to develop competencies in nursing care, problem-solving methodologies, clinical judgment and communication. Incorporates nursing concepts specific to genomic nursing. Particular emphasis is placed on optimizing quality of life and health outcomes for individuals and groups. Prerequisites: NURS 410, 415, 425, 435, 440, 445.

**NURS 461. Concepts of Applied Nursing Care • 3 credits (ACCEL)**

Interpret and synthesize client conditions using the nursing process to develop competencies in nursing care, problem-solving methodologies, clinical judgment and communication. Incorporates nursing concepts specific to genomic nursing. Particular emphasis is placed on optimizing quality of life and health outcomes for individuals and groups. Prerequisites: Admission to the Nursing Program.

**NURS 465. Concepts of Chronicity and Palliative Care • 3 credits**

Explore the prevalence of chronic illness and aging and the impact on society. Compare models across the lifespan. Demonstrate integration of holistic care for persons experiencing chronic illness. Prerequisites: NURS 410, 415, 425, 435, 440, 445.

**NURS 466. Concepts of Chronicity and Palliative Care • 3 credits (ACCEL)**

Explore the prevalence of chronic illness and aging and the impact on society. Compare models across the lifespan. Demonstrate integration of holistic care for persons experiencing chronic illness. Prerequisites: Admission to the Nursing Program.

**NURS 475. Leadership and Contemporary Issues • 3 credits**

Explore the role of nurse as leader and manager in the context of contemporary issues within health care. Emphasis will be on leadership skills, complex and multi-functional health care delivery systems. Prerequisites: NURS 410, 415, 425, 435, 440, 445.

**NURS 476. Leadership and Contemporary Issues • 3 credits (ACCEL)**

Explore the role of nurse as leader and manager in the context of contemporary issues within health care. Emphasis will be on leadership skills, complex and multi-functional health care delivery systems. Prerequisites: NURS 326, 361, 376, 411, 441, 461.

**WI-NURS 485. Professional Nursing Capstone • 3 credits**

Integrate nursing concepts, knowledge, skills, and attitudes for high quality and safe nursing care. Synthesize comprehensive use of nursing concepts for safe practice. Prerequisites: NURS 410, 415, 425, 435, 440, 445.

**NURS 486. Professional Nursing Capstone • 3 credits (ACCEL)**

Integrate nursing concepts, knowledge, skills, and attitudes for high quality and safe nursing care. Synthesize comprehensive use of nursing concepts for safe practice. Prerequisites: NURS 326, 361, 376, 411, 441, 461.

**NURS 495. Advanced Nursing Practicum • 3 credits**

Integrate concepts of nursing and the professional role in the capstone practicum. Demonstrate knowledge, skills, and attitudes for holistic care for diverse individuals and groups. Prerequisites: NURS 410, 415, 425, 435, 440, 445.

## Philosophy

**+PHIL 100. Philosophies of Life • 3 credits**

This introductory level course addresses the question, “What makes life good, meaningful, or worth living?” as well as questions about the nature of the human person and the person’s relation to the world. Students will identify and clarify their own values and beliefs by using literary and philosophical texts.

**+PHIL 101. Survey of Western 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.

**+PHIL 102. Critical Thinking • 3 credits**

Designed to strengthen a student’s ability to analyze and evaluate arguments.

**+WI PHIL 200. Philosophical Methods • 3 credits**

Introduces some basic tools philosophers employ when doing philosophy, including Socratic Method and formal logic. Learn conventions of philosophical discourse and practice both oral and written communication. Required for philosophy majors, but open to all students with strong interests in philosophy. Prerequisites: ENGL 101, with a minimum grade of C; one Philosophy course.

**+PHIL 207. Ethics • 3 credits**

Involves a study of the foundations of human happiness and moral reasoning. Directs attention to such contemporary moral issues as social justice, sex and love, prejudice, and abortion.

**+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. 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. 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. Prerequisites: JPS 101 or instructor permission.

**+PHIL 305. Business Ethics • 3 credits**

Study ethical principles and the application of ethical principles to situations relevant to decision-making in the professional and business world. Students expected to reflect on question-raising situations that demand careful, informed moral deliberation. Prerequisites: Junior status.

**+PHIL 310. Bio-Medical Ethics • 3 credits**

Study ethical principles and apply 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 311/THEO 311. Environmental Ethics • 3 credits**

Discusses environmental issues, analyzes philosophical and theological responses, calls for an evaluation of those responses and challenges the students to draw their own critical conclusions. Prerequisites: Take one PHIL course.

**+PHIL 340. Philosophy of Sex and Love • 3 credits**

Become familiar with the major moral issues surrounding sexuality. Draws upon Western philosophers such as Plato, Shakespeare, Kant, Mill, and Russell, as well as texts such as Vatican documents. Careful examination of major topics in the history and philosophy of love such as romantic love, distinction of love and lust, and the relation of love to marriage and to sex. Prerequisites: Take one PHIL course.

**+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. Examine, among others, the positions of Mahatma Gandhi, Martin Luther King Jr. and Thomas Merton. Prerequisites: Take one PHIL course or JPS-101.

**+PHIL 350. Philosophy of Religion • 3 credits**

A detailed evaluation of topics such as the traditional arguments for the existence of God; the problem of evil, the possibility of an afterlife; the relationship between psychology and religion; and the arguments for atheism. Prerequisites: Take one PHIL course.

**+PHIL 360. History of Medieval and Renaissance Philosophy • 3 credits**

Examine the philosophical thought characteristic of the period 400–1550. Among others, looks at thinkers whose positions reflect the Christian world view, such as Augustine and Thomas Aquinas. Prerequisites: Take one PHIL course. Recommended prerequisites: 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?" Prerequisites: Take one PHIL course; ENGL 101, with a minimum grade of C.

**+PHIL 390. Special Topics in Philosophy • 3 credits**

Investigates topics not covered in regular course offering, particularly interdisciplinary topics that connect philosophy to other fields of study or areas of culture. Prerequisites: Take one PHIL course.

**+PHIL 400. Philosophy and the Scientific Revolution • 3 credits**

The scientific revolution of the 16<sup>th</sup> to 18<sup>th</sup> centuries involved a radical, – at times dangerous – shift in Western thought which gave birth to modern science. This course examines the philosophical questions and debates that both rose out of and informed the advances of scientists such as Copernicus, Galileo, and Newton. Recommended for philosophy majors and may be of particular interest to STEM and history majors. Prerequisites: WI-PHIL 200 or instructor permission.

**PHIL 405. Philosophy of Knowledge • 3 credits**

Considers questions associated with the nature, scope and reliability of human knowledge. Topics such as philosophical skepticism, idealism, realism, and opinion vs. knowledge are examined. Prerequisites: PHIL 200 or instructor permission.

**PHIL 420. Metaphysics • 3 credits**

Study the most basic principles of reality which asks what can we know about the whole of reality (being), the sorts of beings which exist, the status of concepts such as existence, being, body, soul (or mind), matter, freedom, and God. Prerequisites: WI-PHIL 200 or instructor permission.

**PHIL 425. American Philosophy • 3 credits**

A detailed study of the history of American philosophy, but with particular emphasis on works by contemporary American philosophers. Topics such as Calvinism, transcendentalism, and pragmatism will be discussed. Prerequisites: WI-PHIL 200 or instructor permission.

**PHIL 451. Directed Readings in Philosophy • 3 credits**

Designed for advanced students, typically majors. Student organizes a reading program centering on a topic not covered in regular courses. Prerequisites: Instructor Permission.

**WI-PHIL 495. Senior Seminar • 3 credits**

Capstone course for philosophy majors. Students primarily responsible for class discussions. Since this is a writing-intensive course, students are expected to express their reactions to class materials in a clear and cogent manner culminating in a final course research paper. Prerequisites: WI-PHIL 200; ENGL 101, with a minimum grade of C; Senior standing.

## Physics

**+PHYS 203. College Physics I • 4 credits**

Algebra based Physics course. Principles of mechanics, thermodynamics, waves, acoustics, and fluids. Three lectures

and one lab per week. Prerequisites: MATH 171 or 191. Corequisites: PHYS 203L.

**PHYS 204. College Physics II • 4 credits**

Algebra based Physics course. Principles of electricity magnetism, optics, modern physics, and elementary particles. Three lectures and one lab per week. Prerequisites: PHYS 203. Corequisites: PHYS 204L.

**+PHYS 251. General Physics I: Mechanics • 4 credits**

Calculus-based physics course for majors in engineering and the physical sciences. Introduction to mechanics, rotational motion, and fluids. Three lectures and one laboratory per week. Prerequisites: MATH 191. Corequisites: MATH 192; PHYS-251L.

**PHYS 253. General Physics II: Electricity, Magnetism, and Optics • 4 credits**

Calculus based Physics course. Electrical and magnetic properties of matter, AC and DC circuits, electrical fields and particles, magnetic fields induction, Maxwell's equations, introduction to electronics, and optics. Three lectures and one laboratory per week. Prerequisites: MATH 192; PHYS 251. Corequisites: PHYS-253L.

**PHYS 306. Electronics • 3 credits**

For science and engineering majors. Digital circuits and design techniques, transistor and diode circuits, operational amplifiers, filters and signal sampling. Two lectures, one laboratory per week. Prerequisites: PHYS 253. Prerequisites/Corequisites: MATH 290 and 320.

**WI-PHYS 329. Experimental Research • 2–3 credits**

Individual research projects selected by student. Design and installation of experimental apparatus involved. Prerequisites: Instructor consent required; ENGL 101, with a minimum grade of C.

## Political Science

**+PSCI 101. American Government • 3 credits**

Introduction to the Constitution, presidency, congress, courts, and citizen participation in the political system. Emphasis on the connection between government and our lives as citizens. Satisfies requirements for a teacher's certificate in Iowa and Illinois.

**+PSCI 103. Politics in Film • 3 credits**

Examines the portrayal of politics in film with a focus on American politics. Comparison of film presentations of political issues with political science theories.

**+PSCI 104. Introduction to Leadership Studies • 3 credits**

Introduction to the theories, practices, and skills of leadership. Assessing leadership applying the scientific method to address the questions: what is leadership and what is a good leader? Similarities and differences between political and business leadership are also addressed.

**+PSCI 110. Law and Society: An Introduction to the American Legal System • 3 credits**

Study of the nature of law and its place in the development of Western political and social life. Careful attention is paid to American civil, criminal, and constitutional law, and with an examination of the contemporary legal profession. Foundation course for Pre-Law Studies Interdisciplinary Minor.

**+PSCI 120. Truth, Justice, & Politics: An Introduction to Political Philosophy • 3 credits**

Introduction to the field of political philosophy, exploring fundamental concepts such as human nature, truth, justice, virtue, citizenship, and leadership through the lens of major political philosophers. Application to issues in American political society.

**+PSCI 130. Global Issues • 3 credits**

Introduces students to a wide range of current global issues including international conflicts, terrorism, nuclear weapons, human rights, population, poverty, trade, energy, globalization, and the environment. The worldwide implications of these issues will be considered, as well as their effects on local communities, such as the Quad Cities. This course further explores how American government has responded to these issues.

**+PSCI 199/299/399/WI-399. Special Topics • 3 credits**

Advanced study of a topic not part of regular course offerings. Note: only PSCI 399 counts as Writing Intensive.

**+PSCI 230. Global Terrorism • 3 credits**

Explores the nature of terrorism, the motivations of terrorists, and the tactics that terrorists use. Surveys state-sponsored terrorist groups, as well as several leading past and current radical groups. The final weeks of the course will assess different methods of countering terrorism, ranging from law enforcement to covert action.

**+PSCI 232. War and Peace • 3 credits**

An introduction to the forces shaping conflict and cooperation in world politics. Gain understanding of both the causes of war and the opportunities for conflict resolution and peace. Discussion will include: the definitions of the post-Cold War era; a variety of ethno-territorial regional conflicts; the principles and methods of building a world peace system; and conflict management methods and techniques used to de-escalate conflict.

**+PSCI 301. Campaigns and Elections • 3 credits**

Introduces the American electoral process. Campaign organization, electioneering, and the role of political parties in American Government are studied in this context. Address questions dominating contemporary American electoral politics which include: Is the campaign and election process broken, in need of reform? Is money buying elections? What is political leadership? What makes for a winning campaign? Does the electoral process help or hinder citizenship?

**+PSCI 304. U.S. Constitution & Civil Liberties • 3 credits**

Study of U.S. Constitution in its history, design, and effect on American government and society. Explores theory and practice of constitutional interpretation as it applies to governmental powers and the rights, liberties, and duties of citizens.

Prerequisites: at least one 100 level political science course.

**+PSCI 305. Mock Trial • 1 credit**

Preparation for Mock Trial competition. Focus on judicial procedure and the court system, legal argumentation and rhetoric, and courtroom performance. Maximum 3 credits. Prerequisites: Instructor consent.

**PSCI 306. Model United Nations • 1 credit**

Preparation for model United Nations conference. Model United Nations is an annual conference at which key activities of various United Nations bodies are simulated. Open to all majors. Maximum 3 credits.

**+PSCI 309. International Politics • 3 credits**

Discuss topics such as how foreign politics are made and implemented, the international economy, diplomacy, international law and organization, power, interdependence, arms races, terrorism, and war.

**+WI-PSCI 310. Virtue & Political Leadership • 3 credits**

Examine the role of personal and civic virtue in maintaining a just and flourishing society. Study important works of political philosophy and contemporary research. Prerequisites: PSCI 120; ENGL 101, with a minimum grade of C.

**+PSCI 313. Foreign Policy of the United States • 3 credits**

Improve students' understanding of the formation and conduct of U.S. foreign policy after WWII. Explore various philosophical and theoretical frameworks of American foreign policy. Examine significant political, economical, social, and institutional factors (e.g., the international system, Presidency, Congress, State Department, intelligence community, media, and public and interest groups) that have traditionally shaped American foreign policy. Also discuss the most significant contemporary issues of U.S. foreign policy.

**PSCI 316. International Law & Organizations • 3 credits**

Designed to convey information about international legal institutions and the body of international law itself (the rules governing intervention and the use of armed force, uses of the oceans, expropriation of property, etc.) and to provide an understanding of the role of international law in affecting relationships among states and individuals. Prerequisite: 100 level PSCI course.

**PSCI 319. Comparative Politics • 3 credits**

Introduces students to the analysis of politics in countries other than the United States. Compare and contrast the structure of political institutions, the characteristics of main political actors, and types of political systems, from pluralist democracy to totalitarianism and points in between. Explores the interconnection between politics and economics with special focus on differences in the role of the state (or government) on



economic development. Prerequisite: 100 level PSCI course or instructor permission.

**+PSCI 320. Natural Law, Natural Rights & the Common Good • 3 credits**

Examine key theories on the existence, character, and scope of natural law and natural rights, and how they ought to inform constitutional design. Study important works of political philosophy and contemporary research in the field. Prerequisite: PSCI 120.

**+PSCI 330. Topics in Political Philosophy • 3 credits**

Examination of key themes in the field of political philosophy. Study important works and contemporary research in the field. Prerequisites: PSCI 210 or PHIL 210.

**PSCI 340. Independent Study • 1-3 credits**

Directed individual research on topic. Prerequisites: Instructor consent.

**PSCI 351. Internship in Pre-Law • 3 credits**

Directed internship in legal profession. Prerequisites: Instructor consent.

**PSCI 353. Internship in Politics • 3 credits**

Directed internship in political or public service. Prerequisites: Instructor consent.

**PSCI 360. Administrative Law and Regulations • 3 credits**

Introduction to administrative law, regulatory power, rule-making power, and procedures of administrative agencies. Examine the relationship between bureaucracy and the three institutions of government in the implementation of law. Prerequisite: PSCI 101.

**WI-PSCI 365. Political, Civic & Community Leadership • 3 credits**

Explore the essentials of political, civic, and community service. Topics include civic literacy, citizen power, running for elected office, organizing and leading political campaigns and non-profits, and community service. Apply multidisciplinary perspectives on leadership to politics to explore the role(s) of political and civic leaders in theory and in practice. Prerequisite: ENGL 101, with a minimum grade of C.

**+WI-PSCI 370. Public Administration • 3 credits**

Examines the classic works of public administration to help attain a working knowledge of organizational behavior, organizational structure, management, and leadership as applied to the public sector. Explore the relationship between public management, politics, and government. Prerequisite: ENGL 101, with a minimum grade of C.

**+PSCI 375. Environmental Politics, Policy & Law • 3 credits**

Using political theory, models and perspectives, examine the interactions between the environment and the government, policy, and politics we have created. Explore political and social causes and consequences of contemporary environmental

problems as well as the policy and political responses to these problems.

**WI-PSCI 400. Research in Political Science • 3 credits**

Research in political science or related field employing methodology of legal studies, political thought, or empirical social science. Students complete research project and provide constructive feedback on peers' work. International studies majors, American government teaching majors, and pre-law minors will complete a project on a topic appropriate to those fields. Prerequisites: at least one 300-level PSCI course; ENGL 101, with a minimum grade of C.

## Psychology

**+PSYC 105. Introductory Psychology • 3 credits**

A basic introduction to psychology as a scientific discipline. History, theory and research across a variety of areas within psychology, including biological bases of behavior and cognition, sensation and perception, learning, memory, and psychological disorders.

**+PSYC 203. Psychology of Gender • 3 credits**

Theory, research and discussion on the physical, psychological, and social aspects of the similarities and differences between men and women. Prerequisites: PSYC 105.

**PSYC 205. Human Sexuality • 3 credits**

Emphasizes the psychological aspects of human sexuality, especially in relation to emotions, attitude, and values. Stresses the psychological importance of responsibility for self in sexuality. Considers the psychological aspects of human sexual development, adjustment, dysfunction, and remediation.

**+PSYC 212. Life-Span Developmental Psychology • 3 credits**

Biological, behavioral, cognitive, social, and emotional development from conception through death and dying. Prerequisites: PSYC 105.

**PSYC 215. Research Methods • 3 credits**

Introduction to research methods used in studying human and animal behavior and cognitive processes. Provides skills for critical evaluation of research literature. Topics include the science of psychology, experimental and non-experimental methods of investigation, ethics in psychological research, internal and external validity and discussion of basic and multiple independent variables designs. Prerequisite: PSYC 105.

**PSYC 255. Brain and Behavior • 3 credits**

Analysis of the anatomy and physiology of the nervous system of animals and humans, with a focus on biological mechanisms most relevant to key issues in psychology. Topics include the mind-body problem, development of language and learning, sexual behavior, alcoholism, psychosomatic illness, anxiety, aggressive behavior, recovery from brain damage, depression and schizophrenia. Prerequisites: PSYC 105. Recommended: Introductory biology or chemistry course.

**PSYC 294. Research Practicum: Topics • 1–3 credits**

Develop a research project related to the topic of interest. Weekly classes function as research meetings in which research ideas will be developed, carried out, and presented. Prerequisites: PSYC 105 and instructor permission.

**PSYC 306. Social Psychology • 3 credits**

The scientific study of how the social environment influences individuals' behaviors and cognitive processes. Topics include social cognition, person perception, attitudes and attitude change, conformity, and prejudice. Prerequisites: PSYC 105.

**WI-PSYC 312. Women and Aging • 3 credits**

Biological, cognitive, social, and emotional development of women from age 20 through death. Survey research focused on women's development, an exploration of the changing roles and expectations for women today, and how women can maximize their adult experiences. Prerequisites: PSYC 105; ENGL 101, with a minimum grade of C; senior status or instructor permission.

**WI-PSYC 314. Human Motivation • 3 credits**

Study a variety of contemporary theories of human motivation from biological, cognitive, and behavioral perspectives. Emphasis on applications to daily experience and writing in the discipline of psychology. Prerequisites: PSYC 105; ENGL 101, with a minimum grade of C. Corequisites: PSYC 215.

**PSYC 321. Psychology and Law • 3 credits**

An overview of the interface between psychology and the law. Examine 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. Other areas covered: jury selection, witness preparation, children/adolescents in the judicial system, training and selection of police officers, polygraphs, profiling, and obtaining confessions legally and illegally. Prerequisite: PSYC 105.

**PSYC 323. Personality Theories • 3 credits**

Major theories of personality, including psychoanalytic, trait-factor, behavioral, and humanistic (including positive psychology) approaches. Prerequisites: PSYC 105.

**PSYC 324. Abnormal Psychology • 3 credits**

An introductory course to acquaint students with the hypothesized biological, psychological, and sociocultural causes of various mental disorders. An overview of the latest edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) and different treatment modalities used to treat psychological disorders. Prerequisite: PSYC 105.

**PSYC 325. Psychology of Criminal Behavior • 3 credits**

Examines theories about why people engage in criminal behavior and explores the most common psychological disorders and treatments in the offender population. Treatment options in various settings (i.e. jail, prison, forensic hospital, outpatient centers) will be described and the legal implications discussed. Prerequisites: PSYC 105, 321.

**PSYC 326. Child and Adolescent Psychopathology • 3 credits**

Introduces the field of abnormal child and adolescent psychology. Study the causes, maintenance, and treatment of children's behavioral, social-emotional, and cognitive disorders from a developmental perspective. This developmental perspective examines the course of child and adolescent disorders over time and examines child psychopathology in the context of normal child development. Prerequisites: PSYC 105.

**PSYC 327. Psychology and Treatment of the Juvenile Offender • 3 credits**

Covers a variety of theories addressing why criminal behavior develops in children and adolescents with a strong focus on the psyche and personality types of juvenile offenders. Best empirically-supported treatments to reduce criminal behavior in youth will also be a main focus of the course. Trends in juvenile criminal behavior will be considered in the context of applying theory to understand some criminal behaviors including homicide, other forms of violent interpersonal crime, substance abuse, gang activity, and sexual offenses. Multicultural and special needs factors will also be considered in understanding the psychology of juvenile offenders. Prerequisites: PSYC 105.

**PSYC 328. Psychology and Treatment of the Victim • 3 credits**

Examine the psychological and behavioral consequences of crime on individuals, families, groups, and communities. Various theories about risk of victimization will be covered, as well as the psychology and treatment of specific victimization types. Examine various victim response or treatment models, including victim rights and services. Explore how various multicultural factors between the victim and offender interact to impact decisions about the best responses and treatment to offer victims. Prerequisites: PSYC 105.

**PSYC 331. Learning and Memory • 3 credits**

Research and theories in classical conditioning, operant conditioning and human memory. Prerequisites: PSYC 105.

**PSYC 332. Psychological Tests and Measurements • 3 credits**

Develop competencies in selection, evaluation, and interpretation of psychological tests while understanding ethical concerns in assessment. Prerequisites: PSYC 105; STAT 213.

**WI-PSYC 342. Theories of Counseling • 3 credits**

An introduction to different psychological theories and the different counseling strategies used in these approaches. Provides information to individuals in the helping professions and direct references to the lives and social environment of students. This course is a requirement for many graduate programs in psychology. Prerequisites: Junior status; PSYC 105, 324; ENGL 101, with a minimum grade of C.

**PSYC 343. Family Counseling • 3 credits**

Covers 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. Research findings will be discussed and multicultural issues considered.

**PSYC 348. Supervised Field Experience • 3 credits**

Provides students with an application of psychology-specific content and skills through practical experience and class supervision. Work collaboratively in a community of peers, experience real-world applications of knowledge, and reflect on their learning processes. Prerequisites: Junior/Senior 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**

Psychological influences on the promotion and maintenance of physical health, prevention and treatment of illness and the causes and correlations of health and illness. Prerequisites: PSYC 105.

**PSYC 360. Behavioral Pharmacology • 3 credits**

Analyzes the effects of drugs on behavior, with particular emphasis on the development and classification of drugs; the effects of drugs on cognition, emotions, and psychomotor abilities; and the study of the chemical reactions and functions of the individual neuron or small populations of neurons. Takes a biopsychological perspective to build relationships between the empirical and experiential. Prerequisites: PSYC 105; one semester of biology or chemistry.

**+PSYC 375. The Psychology of Laughter, Mirth and Humor • 3 credits**

Explore laughter, mirth, and humor from a psychological perspective. Address questions such as: What are biological bases of laughter? How does culture impact what we find humorous and how we respond to it? Are there situations that are universally funny? Is the ability to appreciate humor a uniquely human trait? Can other animals laugh? What purpose does laughter and humor play in our lives and how does it develop? Consider the practical applications of laughter and humor in various contexts, including social, therapeutic (including mental and physical health), educational, forensic, educational, and occupational settings. Prerequisites: PSYC 105 or instructor permission.

**PSYC 384. Advanced Child & Adolescent Development • 3 credits**

This course goes beyond a general survey of information and instead cover topics that are more in-depth with regard to child and adolescent development. Cover journal articles and other advanced readings from the discipline of psychology related to cognitive, emotional, and social development in children and adolescents. Apply research skills used developmental psychology to deepen their understanding of different populations studied in this course. Focus on applying theory to understanding the best way to work with groups of children and teens across American cultures from a psychological perspective. Prerequisites: PSYC 105.

**PSYC 394. Research Practicum: Topics • 1-3 credits**

Develop a research project related to the topic of interest. Weekly classes will function as research meetings in which students' research ideas will be developed, carried out, and presented. Prerequisites: PSYC 105 and instructor permission.

**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.

**PSYC 402. Psychology of Sensation and Perception • 3 credits**

Examination of theoretical knowledge and experimental study of how information is gathered from the environment. Topics include psychophysics, vision, audition, touch and pain, smell and taste. Prerequisites: PSYC 105. Offered alternate years.

**PSYC 403. Behavioral Neuroscience • 3 credits**

Examination of the functional neuroanatomy and neurophysiology of human beings. Emphasis on the physiology and anatomy of the nervous system, and the relationship between the nervous system and behavior and disorders that affect the nervous system. Prerequisites: PSYC 105; BIOL 101 or 199; PSYC 355 or instructor permission. Recommended: CHEM 103 or 105, or PHYS 203 or 251.

**WI-PSYC 404. Advanced Experimental Design and Analysis • 4 credits**

In-depth examination of research and methodology with hands-on research experience during all phases of the course. As a group, students are required to initiate a research project and carry it through to completion under instructor supervision. Students will develop a research topic, conduct a literature search, develop a research design, obtain IRB approval, collect data, conduct data analysis, and individually write an APA style research paper. Prerequisites: PSYC 105; STAT 213 with C+ or above; PSYC 215 with C+ or above; ENGL 101, with a minimum grade of C.

**PSYC 414. History of Psychology • 3 credits**

Historical roots of modern psychology in relation to current trends. Prerequisites: Junior status, PSYC 105.

**PSYC 421. Internship in Forensic Psychology • 3 or 6 credits**

A forensic psychology-related work experience where the student will apply knowledge gained through course work, explore career options, and gain interpersonal awareness, sensitivity, and self-knowledge. Prerequisites: PSYC 105; Junior status; instructor consent; Forensic Psychology major.

**PSYC 494. Research Practicum: Topics • 1-3 credits**

Develop a research project related to the topic of interest. Weekly classes will function as research meetings in which students' research ideas will be developed, carried out, and presented. Prerequisites: PSYC 105; Instructor consent required.

**Sales****SLS 235/MKTG 339. Sales Principles • 3 credits**

This beginning sales course explains the linkage of the sales function to the marketing function and focuses on the critical task of initiating, developing and sustaining relationships. Students are exposed to sales as a career option and as a result of multiple assessments (Strength Quest, DISC, and Chally) will develop insights on their probability of success and fulfillment in a sales career. The students read and discuss contemporary writing (both books and articles) which describe both the philosophies and tactics which must be implemented to help prospects discover what they need and want- and how they as sales professionals can be “servant leaders” in the process. A thorough explanation of how modern companies develop and execute the sales process is provided.

**SLS 345. Key Customer and Relationship Development • 3 credits**

An extension of Sales Principles and focuses on how the philosophies and techniques learned earlier are applied to ensure that the highest potential customers and relationships are sustained. The importance of adding value is introduced and reinforced. Because it is a critical issue in both persuasion and sustaining buy-in, the psychology of selling is a major focus. In addition, the important role of orchestrating company resources and services (collaboration) to earn customer loyalty is a focal point. Reading and discussing relevant material will be augmented with student exposure to successful local sales leaders who provide background on how they have applied important the concepts addressed. Prerequisites: SLS 235/MKTG 339.

**SLS 355. Communicating to Lead and Influence • 3 credits**

Effective communication is critical in all phases of life, but particularly so in initiating, nurturing, and sustaining business or professional relationships. Each student will develop a thorough understanding of the full range of business communication and reputation building tools and will be encouraged to develop a communication style with which they are personally comfortable. Students will learn how to communicate effectively in all phases of relationship development through extensive use of role playing, video-taping, and constructive review of student performance by both fellow students and the professor. Prerequisites: SLS 235/MKTG 339.

**SLS 365. Advanced Sales Techniques • 3 credits**

Become familiar with the most important sales process approaches and learn how different industries and business circumstances use them. Students will also be exposed to basic sales estimating and forecasting techniques. In addition, students will develop an in-depth understanding of purchasing as it is practiced in various industries. Local business executives will be used extensively to provide meaningful examples of best practices. Prerequisites: SLS 235/MKTG 339, SLS 345; MGMT 210.

**SLS 375. Negotiation in Relationship Building • 3 credits**

Negotiation is a very specific form of communication and most successful professionals need to develop facility in this area. Students will become familiar with multiple types of negotiation techniques and begin to develop personal negotiating styles to fit

specific business and professional circumstances. Role playing will be extensively used and students will have the opportunity to refine their skills through video-taping and critiquing. In addition, local leaders with well-developed negotiation skills will provide guidance on what has worked for them and why. Prerequisites: SLS 235/MKTG 339; MGMT 210.

**SLS 405. Professional Practices in Sales • 3 credits**

Most sales people work in environments where day-to-day supervision is not provided. Therefore students need to become familiar with “how things really work.” Prioritization, time and self-management, typical administrative requirements, and the critical necessity of ethical behavior will be reinforced through cases and class discussion. Effectively planning sales calls and presentations is critical to success these skills are described and practiced. Professional image development and being an effective ambassador for the employers are also important concepts which will be addressed. There are many forms of compensation for sales people. Some are fixed and some are variable. There are risks and rewards which must be balanced. This critical reality will be thoroughly discussed so students can make informed career decisions with which they will be comfortable. Students will have the opportunity to job-shadow local sales professionals from multiple industries. Prerequisites: 12 credits in SLS courses.

**SLS 415. Sales Management and Processes • 3 credits**

Not all great sales people are great managers and vice versa. Learning why is one key focus of this course. In addition, the sales administrative function and the effective management of customer and prospect information are addressed by studying how different companies have employed different systems and techniques to manage their relationships. In addition to learning and discussing contemporary approaches, the class will visit local businesses that have implemented the systems. Prerequisites: SLS 235/MKTG 339, SLS 345, SLS 365.

**SLS 425. Internship/Co-op in Sales • 3 credits**

Internship/Co-op opportunities (ICOS) will be developed with local businesses for sales majors to prove they can add value by virtue of their own talent and academic preparation. In exchange, the students will have a meaningful and marketable experience which proves they can apply the knowledge and skills they have acquired at SAU. The Director of the Sales Center will mentor the students in their ICOS and interact with the companies to ensure the ICOS have substantial educational value. Prerequisites: SLS 235/MKTG 339, SLS 345; Instructor Approval.

## Social Work

**SWK 201. Introduction to Social Work • 3 credits**

This is an introductory social work course in which students will learn about the profession of social work, its field of practice, values and ethics, policies and history of the social work profession. Students will understand the profession's interactions with contexts which shape practice, and its promotion of social and economic justice to advance human rights, alleviating

critical social problems, and promoting individual and community well-being.

## Sociology

### **+SOC 101. Introduction to Sociology • 3 credits**

Essential characteristics of life in society, including culture, socialization, subcultures, primary and secondary relations, stratification, face-to-face interaction, large-scale organizations, conflict, deviance and social change.

### **+SOC 120. Social Problems • 3 credits**

Analyzing the major social problems in the United States and other countries. The problems include: racism, sexism, overpopulation, poverty, crime, homelessness, and other problems.

### **SOC/CRJU 200. Research Methods in Sociology and Criminal Justice • 3 credits**

Designed to introduce undergraduate sociology and criminal justice majors to the social science methodology used to explore and explain the phenomenon of social problems, especially crime and criminal justice. This course will focus on how social scientists develop research designs and the methods with which they analyze data. We will begin with broad methodological questions before concentrating primarily on quantitative research and an introduction to quantitative data analysis. Prerequisites: SOC 101 or CRJU 101.

### **+SOC 210. Cultural Anthropology • 3 credits**

A cross-cultural examination of 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.

### **+SOC 220. Self and Society • 3 credits**

Focus is on the development of the social self, with emphasis on socialization, symbolic interaction, and development and presentation of self. Prerequisites: SOC 101 or 120.

### **+SOC 235. Deviant Behavior • 3 credits**

Examines theories of crime and deviance, types and measures of crime, problems of drugs, alcohol, sex and gender. Prerequisites: SOC 101 or 120.

### **+SOC 250. Environmental Sociology • 3 credits**

Use the sociological perspective to analyze the relationship between society and the environment. Expose a variety of topics central to the sub-discipline of environmental sociology, such as sociological theories and methods used to understand the relationship between society and the environment; social behaviors that lead to environmental problems; the social construction of environmental issues, opinions, and concerns; and the response to environmental issues by various groups and organizations.

### **+SOC 260. Social Organization • 3 credits**

Focus on large-scale social patterns and trends over time, including the formation and evolution of social groups, communities, organizations, institutions, and societies from a historical comparative perspective. Prerequisites: SOC 101.

### **WI-SOC 301. Sociological Theory • 3 credits**

Examines the background, assumptions, and ideas of early sociologists as they tried to establish a foundation for sociology as an academic discipline. Prerequisites: 9 credits of SOC; ENGL 101, with a minimum grade of C.

### **+SOC 323. Marriage and the Family • 3 credits**

Explores the relationship between the family and other institutions such as the economy, politics, and education. Also explores role relationships prior to marriage and afterward and the impact of social change on the family. Prerequisites: SOC 101 or 120.

### **+SOC 325. Sex and Gender • 3 credits**

Introduces students to major sociological perspectives on sex and gender. Topics include socialization, intellectual and personal development of women and men, theories of gender inequality, and analysis of the major social institutions organizing gender relations, such as the family, economy, and politics. Prerequisites: SOC 101 or 120.

### **+SOC 326. Medical Sociology • 3 credits**

Explores areas and issues associated with health and health care delivery in the U.S. Topics covered include: epidemiology and social demography of health, disease, mortality, and morbidity, physical-patient relationships, structure of health care, relationships among health care providers, and physician socialization. Prerequisites: SOC 101 or 120.

### **SOC 336. Death and Dying • 3 credits**

Trends and patterns in death and dying including historical perspectives, death in popular culture, demography of death, medical technology and dying, dying patient's perspective, and ethical dilemmas of death and dying. Prerequisites: SOC 101.

### **+SOC 340. Race and Ethnicity • 3 credits**

Intensive examination of the history and evolution of human diversity, including the development of concepts of race and ethnicity. The history and concerns of special populations such as Native Americans, African Americans, Hispanic peoples, and Asian peoples are examined. Prerequisites: SOC 101.

### **SOC 342. Drugs and Society • 3 credits**

Theories of use and addiction; social and social psychological correlates of use and abuse; examination of effects of alcohol, heroin, cocaine and other substances on the individual and on various social institutions; program evaluation. Prerequisites: SOC 101.

### **+SOC 350. Environmental Justice • 3 credits**

The sociological perspective will analyze racial and socioeconomic disparities related to environmental hazards.

Topics covered include: the significance of the environmental justice movement, theories and methods used to understand if and why environmental injustices exist, and the response to environmental justice issues by communities, non-profits, the government, and corporations.

**+SOC 356. Sociology of Religion • 3 credits**

Presents views from numerous sociological perspectives with special emphasis on the social psychological aspects of the individual and society and the relationships to religion as a social institution. Presents religion's influence on society, which legitimates some existing social and economic arrangements. Prerequisites: SOC 101.

**+SOC 360. Science, Technology, and Society • 3 credits**

A critical examination of the historical, philosophical, practical, and larger systemic interrelationships between technology, science, and social organization.

**+WI-SOC 365. Social Stratification and Inequality • 3 credits**

How societies rank people by class, status, age, sex, race, and power. Emphasis on both theoretical and empirical studies. Prerequisites: SOC 101; ENGL 101, minimum grade of C.

**+SOC 375. Conflict Resolution • 3 credits**

In-depth analysis of the social dynamics and dimensions of conflict and the ways in which conflict can be channeled into productive and positive opportunities for change. Covers individual, group, organizational, and global examples. Includes training in the Harvard Model of Conflict Resolution. Prerequisites: SOC 101.

**SOC 380. Special Topics in Sociology • 3 credits**

Topics for future exploration might include the Sociology of Work and Environmental Sociology. Student learning outcomes will be determined by the individual instructor in consideration with the departmental mission and goals. Prerequisites: SOC 101; instructor consent.

**SOC 386. Field Experience • 3–6 credits**

Guided experience in local agencies. Prerequisites: SOC 101; junior status; instructor consent.

**SOC 399. Independent Study • 3 credits**

Directed individual reading, research and/or writing on topics approved by the department. Prerequisite: Instructor consent.

**WI-SOC 407. Seminar in Sociology • 3 credits**

Capstone seminar focusing on the analysis and evaluation of current practice in sociology. Prerequisites: SOC 301, 430; ENGL 101, with a minimum grade of C.

**SOC/CRJU 430. Data Analysis in Social Research • 4 credits**

A practical introduction to the logic of social science research and the process of data analysis. Focus on the statistical methods used to answer sociological questions and to explore and explain phenomenon relating to the study of crime and criminal justice system. In the lab, students will use current General Social

Survey data (GSS) to develop competency in the analysis of social data by using data analysis and management software (e.g., SPSS). Prerequisites: SOC 200 or CRJU 200.

## Spanish

**+SPAN 101. First Semester Spanish • 3 credits**

The first of a two-course sequence (SPAN 101-102) designed around the acquisition of basic communicative skills in Spanish. Emphasis is on the building of vocabulary, the development of proper pronunciation skills, the control of basic grammatical structures, and an introduction to the rich and varied culture of the Spanish-speaking world. This class is taught in Spanish, and class time will be primarily devoted to communicating in Spanish, using the forms and structures that students practice on their own before coming to class.

**+SPAN 102. Second Semester Spanish • 3 credits**

The second of a two-course sequence (SPAN 101-102) designed around the acquisition of basic communicative skills in Spanish. Emphasis is on building vocabulary, developing proper pronunciation skills, controlling basic grammatical structures, and an introduction to the rich and varied culture of the Spanish-speaking world. This class is taught in Spanish, and class time will be primarily devoted to communicating in Spanish, using the forms and structures that students practice on their own before coming to class. Prerequisites: SPAN 101 or equivalent score on placement exam.

**+SPAN 201. Intermediate Spanish • 3 credits**

Review and expansion of Spanish grammar, vocabulary and communication skills, especially through speaking and writing. Hispanic cultures and forms of cultural expression are emphasized. Prerequisites: SPAN 102 or 103 or appropriate score on the placement test.

**+SPAN 202. Readings in Spanish • 3 credits**

Readings and discussion in Spanish of a variety of texts, genres and themes. Designed primarily to develop literacy in Spanish with emphasis on reading comprehension, discussion, and enjoyment, rather than literary criticism. Prerequisites: SPAN 201 or equivalent score on placement exam.

**+SPAN 203 Spanish for the Professions • 3 credits**

An introduction to Spanish in a professional field such as business, law/law enforcement, medical, education or social services. Major topics include: the importance of bilingualism in the U.S., strategies for lifelong learning, culture considerations, and the functional use of Spanish in a professional context. Prerequisites: SPAN 201 or equivalent.

**+SPAN 311. Advanced Spanish Grammar • 3 credits**

Designed to help students better express themselves in Spanish through strengthening their control of grammar and usage. Students will review and continue to hone their working knowledge and usage of a wide variety of Spanish grammar points, including the use of *ser* and *estar*; the contrast between preterit and imperfect; future and conditional tenses; and an in-depth review of the present subjunctive and the presentation and

practice of the imperfect and pluperfect subjunctive. Students will also improve reading, writing, and conversation skills in Spanish through short readings, writing activities, and related discussions. Required course for all Spanish minors and majors and a prerequisite for most other 300-level classes. Requirement may be waived for native speakers of Spanish with the approval of departmental faculty. Prerequisites: SPAN 202 or equivalent.

**SPAN 312. Spanish Abroad • 1-5 credits**

Coursework taken abroad primarily in oral Spanish or Spanish conversation; may include some composition and/or grammar work at the intermediate or advanced level. Prerequisites: SPAN 202 or equivalent.

**+WI-SPAN 313. Writing in Spanish • 3 credits**

Designed to develop and hone students' ability to write effectively in Spanish. A number of modes of writing are studied, including short descriptive essays, a personal blog, narrative pieces, and expository and argumentative essays. Written assignments increase in complexity and length and frequently incorporate reading and understanding literary and other texts to serve as models and/or objects of analysis. Learn various skills, including articulation of a clear and arguable thesis statement, incorporation of supporting evidence and documentation, logical organization of ideas, effective self- and peer-editing, and the mechanics of a good paper. Prerequisites: SPAN 311 or instructor permission.

**+SPAN 314. Introduction to Hispanic Cultural Studies • 3 credits**

Explore the historical relationships between Spain, Latin America and the United States through different artistic and culture manifestations such as film, literature, comic and popular art. Learn to interpret these works within their cultural, historical, and socio-political context. This course is a gateway to the culture classes by introducing the language needed to talk about cultural products. Prerequisites: SPAN 311, 313; or instructor permission.

**+SPAN 316. Introduction to Hispanic Film Studies • 3 credits**

An exciting and thought-provoking approach to important issues such as poverty, discrimination, immigration, globalization, terrorism, gender, and sexuality. This course is an introduction to the national cinemas of Latin America and Spain, as well as to the analysis of film production. By discussing films from a diverse selection of Hispanic countries, students will learn about the main topics and trends in these national cinemas, as well as how to talk about current socio-political issues. Prerequisites: SPAN 311, 313.

**+SPAN 317. Introduction to Hispanic Linguistics • 3 credits**

An introduction to the basic aspects and tools of analysis for the primary areas of linguistics as applied to the Spanish language. Explore the major fields within linguistics, including the articulation of sounds and the sound system, word formation, sentence structure, regional and social variation, and the use of language in different communicative contexts. Prerequisites: SPAN 311; or instructor permission.

**SPAN 320. Spain • 3 credits**

Survey of Spanish culture(s) from beginnings to the present. Usually taken abroad. Student can retake for credit, provided the content changes. Prerequisites: SPAN 202.

**+SPAN 332. Latin American Women Writers • 3 credits**

Introduce students to the rich and varied production of Latin American women writers of the 20th century. Beginning with the early works of female writers such as Elena Poniatowska, María Luisa Bombal, and Rosario Castellanos, the course introduces students to literary representations of female subjectivity and a wide variety of themes related to female experience, including the effects of constrictive gender norms, the assertion of autonomous identity, the exploration of female sexuality, and the role of the imagination in reinventing the female self. By means of various literary genres – short stories, novella, epistolary novel, and poetry – the course explores the myriad of ways in which 20th-century Latin American writers chart the course of female development and the attainment of self-identity. Prerequisites: SPAN 311, 313; or Instructor permission. Recommended: SPAN 314 or 316.

**SPAN 334. Seminar in Spanish Cinema and Media • 3 credits**

Spanish filmmakers such as Luis Buñuel, Victor Erice, Pedro Almodóvar and Álex de la Iglesia are among the most respected international creators, contributing to make Spanish Cinema one of the most original and exciting in the world. Survey the media through the cinema's evolution during the 20th and 21st centuries, covering topics such as the origins of film, the Civil War, Francoism, the democratic transition, and Spain within the global world. Prerequisites: SPAN 311, 313; or instructor permission. Recommended: SPAN 314 or 316.

**+SPAN 335. Comic Books in the Hispanic World • 3 credits**

Analyze the complexities of comics and graphic works throughout the Hispanic world. In addition to providing an introduction to comics studies and an overview of the types of analytical tools utilized in the study of comic art, this course examines a variety of diverse Hispanic representational perspectives on ideas of humor, storytelling, culture, politics, nationality, ethnicity, gender, and identity. Study sample titles from countries such as Mexico, Spain, Argentina, and the United States, exploring the creative expressivity that comics achieved during different moment of socio-political development in each of these countries. Students also will work on refining their own expressive capabilities in both written and spoken Spanish through course discussions, reflection papers, and a final paper and oral presentation. Prerequisites: SPAN 311, 313; or Instructor permission. Recommended: SPAN 314 or 316.

**+SPAN 340. Second Language Acquisition • 3 credits**

An introduction to the theoretical and methodological foundations of second language acquisition of Spanish, and introduces key theoretical topics in the field of Second Language Acquisition (SLA), including learner strategies, the role of formal instruction, target language input, influence from the first language, and effects of study abroad. Also, an

overview of the acquisition of various Spanish structures that are particularly challenging for English-speaking second language (L2) learners of Spanish. Prerequisites: SPAN 311 and 317, or instructor permission.

**+SPAN 341. Spanish Pronunciations • 3 credits**

A detailed study of the Spanish sound system. The course includes an articulatory and acoustic description of Spanish sounds and supra-segmental features, including stress and intonation patterns. Learn to represent Spanish speech sounds and patterns through transcription and work with the computer program Praat to describe and analyze Spanish phonemes. Furthermore, English and Spanish sound systems will be compared with the objective of identifying and improving key areas of Spanish pronunciation that are difficult for English speakers. The course also introduces some of the major differences in pronunciation across different varieties of Spanish. Course taught in Spanish. Prerequisites: SPAN 317; or instructor permission.

**+SPAN 342. Methods and Approaches in Spanish Language Teaching • 3 credits**

An introduction to different methodologies and approaches of teaching Spanish as a second/foreign language in a formal in-class setting. Receive an overview and focus on some of the traditional and current foreign language teaching methods applied to Spanish language in order to better facilitate the student learning process. Moreover, develop Spanish language skills, as well as the components of effective teaching tools (i.e. lesson planning, student needs analysis, development of materials and evaluation tools regarding Spanish language) will be presented. Course taught in Spanish. Prerequisites: SPAN 311, 317; or instructor permission.

**+SPAN 350. Special Topics in Hispanic Linguistics • 3 credits**

Examine how to use Spanish within its social context. Discuss key theoretical and methodological concepts from the field of sociolinguistics as they are applied to the Spanish language. Topics include: language and identity, speech style, gender and language use, language attitude, languages in contact, bilingualism and language change. Students are introduced to phonological, morphosyntactic, and discursive features subject to sociolinguistic variation across the Spanish-speaking world. The social context and implications of Spanish as a language spoken in the United States area also addressed. Course taught in Spanish. Prerequisites: SPAN 311, 317.

**+SPAN 360. Special Topics in Hispanic Cultural Studies • 3 credits**

Explore a variety of Hispanic cultural representations - visual, written, oral, etc. - in the context of the world in which they are produced and consumed. Explore how cultural texts such as film, literature, comics, music, art, graffiti, and media both create and embody meaning and values, at the same time that they symbolize, depict, or portray objects, people, thoughts, beliefs or emotions. Topics on specific regions and/or issues of the Spanish-speaking world will vary. May be repeated for

credit when topics differ. Prerequisites: SPAN 311, 313. Recommended: SPAN 314.

**SPAN 400. Capstone • 1 credit**

Independent study course required for majors during the final year of study. Spanish majors will develop a topic of personal interest. Designed for students to demonstrate learning and proficiency in Spanish through the writing of a paper based on independent research, compilation of a portfolio of their work in language courses taken at SAU and abroad, and give a presentation (in the target language) of their capstone research. Students will also be prepared to go into the job market by preparing a resume and cover letter in Spanish. Prerequisites: Instructor permission.

**Special Education**

Prerequisite for all Special Education classes: Admission into the Teacher Education Program.

**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.

**SPED 311. Foundations of Special Education • 2 credits**

Review 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. Accompanying legislation and legal aspects are discussed along with relevant ethical, professional, and multicultural issues. Corequisites: SPED 312.

**SPED 312. Characteristics of Learners with Mild Moderate Disabilities • 2 credits**

Discuss the definitions and etiologies of learning disabilities, mental disabilities, and behavior disorders of students at the mild and moderate levels. 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. Corequisites: SPED 311.

**SPED 313. Collaboration with Families and Professional • 3 credits**

The collaborative and consultative role of the special education teacher is discussed in relation to working with families of students with special needs, general education classroom teachers, paraeducators, other support service personnel, and community agencies. Tools such as effective communication skills, problem solving strategies, and conflict resolution will be emphasized. Legal issues including parental rights will be



included. Discuss models for collaborative teaching in the general education classroom along with the roles of specific members of the multidisciplinary team. Prerequisites: SPED 312 or ECE 365.

**SPED 314. Managing Behavior and Social Integration Skills • 3 credits**

Review theories of students with behavior problems and special needs 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: SPED 311 and 312.

**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. Consider basic and specific terminology. Interpret results from formal and informal assessments. Prerequisites: SPED 311, 312.

**SPED 416. Curriculum: Content and Materials for Learners with Mild/Moderate Disabilities • 3 credits**

Along with components of an IEP, review 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. Emphasis given to methods for accommodation and adaptation of the general education curriculum. Consider transition needs across age and ability levels. Prerequisites: EDUC 205 or 207; SPED 311, 312; EDUC 284.

**SPED 417. Methods for Teaching Elementary Learners with Mild/Moderate Disabilities • 3 credits**

Review effective teaching methods, techniques, and strategies for students with mild and moderate learning disabilities, mental disabilities, and behavior disorders. Considerations include age-appropriate and ability-level instructional student needs. Along with student transition needs, students will cover models for providing instruction both in and outside of the general education classroom environment. Requires field hours. Prerequisites: SPED 311, 312, and 416.

**SPED 418. Student Teaching: Special Education in the Elementary School • 7–8 credits**

Student teaching in a mild/moderate special education program. Prerequisite: senior standing.

## Statistics

**+STAT/MATH 123. Introduction to Data Science • 3 credits**

In this course, you'll learn how to turn raw data into insight using the skills of data science: locating, importing, cleaning, restructuring, transforming, visualizing, modeling, and communicating data using free, open source tools. Using the grammar of graphics and reproducible methods, you'll learn

how to spend less time struggling with data and more time struggling with substantive issues you're trying to solve.

**+STAT 213. Applied Statistical Reasoning for the Sciences • 3 credits**

Cross-disciplinary course on how and why scientists use statistics to describe and interpret information they gather. Topics include descriptive statistics and basic inferential statistics. Prerequisites: Introductory course in major; MATH 171 or 191.

**STAT/MATH 300. Modern Probability and Statistics I • 3 credits**

A modern introduction to the scientific application of mathematical principles to the collection, analysis, and presentation of numerical data. Probability concepts, models, and applications; point/interval estimation and statistical inference through parametric, nonparametric, and simulation/randomization methods; maximum likelihood; Bayesian methods. Calculus-based supplements for majors in mathematics and secondary mathematics educations. Pre-/Co-requisites: MATH 192.

**STAT/MATH 301. Statistical Modeling • 3 credits**

The development, application, and evaluation of statistical models to analyze data for decision-making. Univariate and multivariate general linear models (ANOVA, ANCOVA, MANOVA, linear regression), generalized linear models (logistic and Poisson regression), and nonlinear models. The course focuses on experimental design and model estimation (including robust and randomization-based methods), fit, and interpretation. Students are also introduced to multivariate techniques, including multidimensional scaling, principal components analysis, cluster analysis, and structural equation modeling. Prerequisites: a previous statistics course, including MATH/STAT 300 or STAT 213 that introduces statistical inference.

**STAT/MATH 305. Advanced Data Science • 3 credits**

Case study approach to topics in data science: importing, wrangling, visualizing, modeling, and communicating data, with an emphasis on big data. Statistical learning techniques for classification; tree-based methods; support vector machines; unsupervised learning. Prerequisites: MATH/STAT 300, STAT 213, or STBE 237.

**STAT/MATH 306. Ethics of Data Analysis • 3 credits**

Examine the ethical issues related to method validity and reproducibility, and social impact and responsibility. Topics include privacy and anonymity, data accuracy and validity, transparency, model misuse and misinterpretation, and social responsibility and harm. Prerequisites: MATH 300.

**STAT/MATH 390. Mathematical Programming • 3 credits**

Use of mathematical applications and markup languages with an emphasis on R, R-studio, and LaTeX. Topics include statistical computing, functional programming with data analysis, simulation techniques, pseudo-random number generators, sampling techniques such as bootstrapping, and Markov chain

Monte Carlo methods. Prerequisites: MATH/STAT 300 or Departmental approval.

**STAT/MATH 391. Capstone • 1 credit**

Project based application of previous mathematical statistics and computer science courses related to the Data Science and Analytics program. Use of statistical software and programming languages to complete a report, or project relating to data analytics or data science. Prerequisites: MATH 390.

## Statistics for Business & Economics

**+STBE 137. Quantitative Reasoning in Business • 3 credits**

Develop quantitative insights and skills relevant to success in the study and practice of Accounting, Economics, Finance, International Management, Management and Marketing. Key topics include the role of functions, linear systems, optimization, and scenario analysis in business. Develop skills in the visual display, written expression and oral presentation of analytic findings in a business setting.

**STBE 237. Statistics for Business and Economics • 3 credits**

Principles and applications of descriptive and inferential statistics. Topics covered are data summarization, measures of central tendency, measures of dispersion, fundamental principles of probability, discrete and continuous probability distributions, calculations of “z” and “t” scores, confidence intervals, hypothesis testing, ANOVA, correlation and regression, non-parametric statistics, statistical process control and decision theory. Prerequisites: STBE 137/MATH 191; ECON 201.

## Service Learning

**SVLN 201. Service Learning • 1 credit**

Offers students an opportunity to apply their academic learning in a community service setting. Tied specifically to an academic course taken during the semester. Students must complete 25 hours of service, participate in regular class reflection periods, and complete a final project. May be taken up to three times. Pass/No pass grade. Prerequisites: Specific course prerequisites and corequisites are determined by participating academic departments. Contact the service learning coordinator for details and registration.

## Theatre

**+THTR 105. Beginning Acting: Voice and Body • 3 credits**

Develop 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**

Introduces theory, terminology and concepts involved in the theatre including fundamental classification of plays, function of various production roles, and principles and theory of drama.

**+THTR 206. Movement for Actors • 3 credits**

This course aims to provide the student with a greater awareness of their own physicality, bolder choices in developing characters, and a greater ability to express and communicate in their roles both on and off-stage. Mask/Clown/Ensemble work/creation is a large focus of this course.

**+THTR 209. Stagecraft • 3 credits**

Planning, construction, painting, rigging and lighting of scenery. Basic technique course. Shop participation required.

**+WI-THTR 210. Survey of American Film • 3 credits**

Introduction to narrative fiction film as art and entertainment in the American social context. Aesthetic principles applied to film genres from the silent era to modern color/sound productions.

**+THTR 215. Introduction to Design in Theatre • 3 credits**

To introduce the student to the fundamental elements and principles of design and how they apply to the theatre experience of scenery, costume, lighting, and sound design.

**+WI-THTR 218. Introduction to Script Analysis • 3 credits**

Through the use of theatrical literature, learn how to get more from reading a script to better tell the story. Through the exploration of specific techniques – decipher inciting events, main events, hot circumstances, calls to action, and all the particulars that make storytelling powerful and clear – students will better understand their scripts. Prerequisites: ENGL 101, with a minimum grade of C.

**THTR 220. Topics in Theatre • 1–3 credits**

Topic varies each semester. Depending on topic, explores critical and literary aspects of theatre, new forms of drama and performance, technical and design break through and applications techniques. Recommended: THTR 202.

**+THTR 304. Theatre History I: to 1642 • 3 credits**

Deals with the global beginnings of theatre, incorporating pertinent information from cultures around the world while concentrating on the historical flow of western theatre from the Greeks through the Elizabethan Age.

**+THTR 305. Theatre History II: 1642 to Present • 3 credits**

Factual knowledge of theatre history from 1642 to the present. Aids in viewing theatre as a mirror of society and affords a better understanding of the cultures that surrounded and shaped the different theatrical movements and trends.

**+THTR 307. Advanced Acting • 3 credits**

Builds upon the foundation of actor training established in THTR 205 as well as introduces an actor approach to heightened language and texts. Helps prepare students for the professional world of acting and auditioning. Prerequisites: THTR 205 or instructor permission.

**THTR 309. Costume Design for the Theatre • 3 credits**

Learn how to organize, plan, and design costumes for a theatre production. Students are given the basic methods of costume cutting and construction and provided with an understanding of costume history. Prerequisites: THTR 215.

**THTR 312. Directing • 3 credits**

Basic principles of directing theory and technique. Includes play selection, interpreting script, tryouts, casting rehearsal, and performances. Prerequisites: THTR 105.

**THTR 313. Stage Lighting • 3 credits**

Planning, construction, painting, rigging, and lighting of scenery. Basic technique course. Shop participation required.

**THTR 314. Scenic Design for Stage • 3 credits**

Production scenic design from concept to execution. Includes sketching, drafting, and model making. Prerequisites: THTR 209.

**+WI-THTR 315. Survey of Classic Dramatic Literature • 3 credits**

Survey of classic dramatic literature from fifth century B.C. to 1900. Prerequisites: ENGL 101, with a minimum grade of C.

**+WI-THTR 316. Survey of Current Dramatic Literature • 3 credits**

Survey of current dramatic literature written from 1950 to the present. Prerequisites: ENGL 101, with a minimum grade of C.

**THTR 317/MUS 317. Musical Theatre • 3 credits**

A cross-discipline course providing musical background for theatre majors and theatrical background for music majors. Explores areas common to both disciplines and enables students to share strengths. Helps students develop basic and more advanced skills in the performance and knowledge of musical theatre.

**THTR 320. Topics in Theatre • 1–3 credits**

Topic varies each semester. Depending on topic, explores critical and literary aspects of theatre, new forms of drama and performance, technical and design break through, and applications techniques. Instructor permission required.

**+THTR 321. Topics in Theatre with General Education Status • 1–3 credits**

Topic varies each semester. Depending on topic, explores critical and literary aspects of theatre, new forms of drama and performance, technical and design break through, and applications techniques. Places the topic in a historical context and explores its cross-disciplinary status and possibilities.

**THTR 380. Junior Seminar • 1 credit**

Prepares the student's exit portfolio, including resume, examples of progression of work, and evidence wide range of participation in department's productions. Prerequisites: Instructor permission; Junior standing; Theatre major or minor.

**+THTR 385. Theatre in London and the UK • 3 credits**

Primarily focused on the theatre of London, past and present, with possible forays into the United Kingdom as a whole. Class meets throughout the semester and culminates in a two-week trip abroad where fine arts history will be explored through plays, museums, tours, master classes, lectures and discussions.

**+THTR 390. Theatre Practicum • 0–3 credits**

Academic credit for significant participation in a college theatre production as a member of the acting ensemble, design team, or technical crew leadership. May be repeated up to 3 times for no more than 3 credits. Prerequisites: Instructor consent.

**THTR 392, 393. Independent Study in Theatre • 1–3 credits**

Research and paper, or practical exercise, such as design and execution of design for a major production.

**THTR 399. Internship in Theatre • 1–5 credits**

Work experience with professional supervision in one or several facets of theatre, including management, set design and construction, production-direction, acting, costuming, advertising, and public relations. Pass/No Pass course.

**THTR 480. Senior Seminar • 1 credit**

Capstone course. Work includes resume updating, passing the departmental reading list, discussion of discipline centered topics. Prerequisites: Senior status.

**Theology****+THEO 101. Introduction to Theology and Religion • 3 credits**

An overview of theology including some fundamental issues and methods in biblical, historical, systematic and moral theology. Explores issues in Christian theology such as revelation and faith, the role of the Bible in theology, Jesus Christ and the Church. Examines the nature of religion and religious experiences.

**+THEO 107. Introduction to the Sacraments • 3 credits**

The life of the Church as expressed in ritual worship is treated from the historical, theological, and pastoral view-points. It encompasses the Church's discipline for the celebration of the seven sacraments as well as the sources and interpretation of sign and symbol within the sacramental system.

**+THEO 110. Introduction to Moral Issues • 3 credits**

Includes theories of moral development, basic principles of moral theology and discussion of current moral issues.

**+THEO 120. Introduction to Christian Faith • 3 credits**

An introduction to the methods and content of systematic theology, the division of theology that has to do with doctrine and its significance for Christian life. Explore central teachings of Christianity, how they have developed, and how they are being discussed today.

**+THEO 125. Racial Justice and the Christian Faith • 3 credits**

Consider the Christian religion from the perspective of races typically underrepresented in Christian theology. Also consider the history of racism and colonialism/imperialism in Christianity, especially in the U.S. context.

**+THEO 130. Introduction to the Old Testament • 3 credits**

Interpretation of Hebrew and Septuagint Old Testament, attempting to understand what the ancient writers intended to convey. Emphasis on various authors appearing in Old Testament.

**+THEO 132. Introduction to the New Testament • 3 credits**  
Introduction to principles of interpretation of New Testament and survey of themes and theologies of New Testament books.

**+THEO 141. Ambrose of Milan • 3 credits**  
St. Ambrose of Milan, our patron saint, is the great paragon of the Catholic Intellectual Tradition and the Liberal Arts. He was a theologian, orator, diplomat, administrator, interpreter, composer, writer, and designer. He stood up to five emperors, one tyrant, and numerous errors; he gave his vast wealth to the church and the church's wealth to the poor. In this class we will examine the man, the church, the times, and explore ways that his influence can still be felt, or his teachings tapped, in order to make better sense of our lives, our culture, our university, our society, our church, and our God.

**+THEO 160. Topics in Theology • 3 credits**  
Entry level introduction to theological inquiry on a specific topic. Each section will vary, depending on topic, and will employ readings, discussions, assignments, reflection papers, and a researched presentation.

**+THEO 165. Reconciliation and Peacebuilding • 3 credits**  
Explore what it means when Christians speak about the concepts of forgiveness and reconciliation. Although the Gospels indicate the importance of forgiveness in daily life – especially in challenging situations – this course explores forgiveness and reconciliation using both theological and psychological research on the efficacy, need, and implementation of these concepts. Examine case studies of personal and social situation in which forgiveness and reconciliation are needed, offered, or resisted.

**+THEO 250. Introduction to Comparative Religions • 3 credits**  
Introduction to five major religions of the world, their cultural/social foundations, spirituality, and contemporary ritual celebrations. Concentration on Buddhism, Judaism, early Christianity, Islam, and Hinduism.

**+THEO 255. Religion in America • 3 credits**  
Through a consideration and analysis of the religious history and unique experiences of 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 given to current religious issues in America.

**+THEO 275. Introduction to Judaism • 3 credits**  
Examines perspectives on Jewish life, thought, and society. Topics may include Jewish theology, worship, writings, personages and the fundamentals of Judaism.

**+THEO 301. Prayer and Spirituality • 3 credits**

Assist serious students in the understanding and growth of their personal experience and relationship with God (Higher Power) through study, reflection, prayer experiences, disciplined spiritual tools, and an analysis of prayer, meditation, and contemplation contained within the history of the Western and Eastern Christian spiritual traditions.

**+THEO 302. Christian Liturgical Theology and Eucharist • 3 credits**  
Expand Christian Sacramental theology to include a detailed analysis and knowledge of liturgical practices throughout the centuries and a greater knowledge of Eucharistic theology outlined in Vat. II Documents, "Constitution on the Sacred Liturgy," and "The Church." Prerequisites: THEO 107.

**+THEO 303. Suffering, Compassion, and Healing: Theology and Spirituality for Healthcare Workers • 3 credits**  
Examine the experiences of suffering, compassion and healing in light of Christian faith, spirituality and theology. Special attention is paid to topics such as healthcare as ministry, consideration of the difference between healing and cure, the concept of virtue, especially the virtue of compassion and the role it plays in life of professional healthcare workers. Prerequisites: 100-level PHIL or THEO.

**+THEO 304. Reconciliation and Peacebuilding in Northern Ireland • 3 credits**  
Introduction to basic theories of conflict resolution, restorative justice, reconciliation, and the process of forgiveness by applying them to the Northern Ireland peace process.

**THEO 305. The Theology of Christian Marriage • 3 credits**  
Examines the fundamental factors governing the contemporary experience of married life. Deals with principles and beliefs which enhance Christian understanding of covenant love as celebrated in the Christian/Catholic sacrament of marriage. Prerequisite: 100-level THEO course.

**+THEO 310. Social Justice • 3 credits**  
Social justice asks: what is a good society, a just society? This course examines the relationship between religion and politics, drawing on Catholic Social Teaching and Christian principles in looking at current national and global issues, as well as key individuals who worked for justice. Prerequisites: 100-level THEO course.

**+THEO 311/PHIL 311. Environmental Ethics • 3 credits**  
Discusses environmental issues, analyzes the various philosophical and theological responses, calls for an evaluation of those responses and challenges students to draw their own critical conclusions. Prerequisites: 100-level THEO course.

**+THEO 316. Justice and Peace in Comparative Religions • 3 credits**  
Compares the Judeo-Christian moral tradition with Hinduism, Buddhism, and Islam. Focuses on justice and peace concepts and teachings as they relate to current global issues, human rights, social justice and interreligious dialogue. Prerequisites: 100-level THEO course.

**+THEO 319. Bioethics and Health Care • 3 credits**

Study the modern relationship between science, religion, health care and ethics. Analyze ethical principles, case studies, and current events from the perspective of Catholic moral theology, Christian ethics, and Catholic health care institutions. Issues include beginning and end of life; genetic engineering; and health care systems from a social justice perspective.

Prerequisites: 100-level THEO course

**+THEO 320. Jesus Christ: His Person and Mission • 3 credits**

A critical inquiry into the life, death, resurrection, message, and meaning of Jesus professed as the Christ. After examination of the scriptural testimony and the teaching of the early councils, focus will be on recent interpretation of Jesus Christ.

Prerequisites: A 100- or 200-level THEO or PHIL course or at least 60 college-level credits.

**+WI-THEO 321. Theologies of Liberation • 3 credits**

Examples from current movements in theologians of liberation including Latin American, Black, feminist, GLBT, post-colonial, and disability theologies. Focus on how contemporary theology grows out of and challenges the Christian theological tradition. Prerequisites: 100- or 200-level THEO or PHIL course; ENGL 101, with a minimum grade of C.

**+WI-THEO 322. The Church: Its Meaning and Mission • 3 credits**

Discuss the history of what it means to be called "Church." Students will read and discuss works of modern Christian theology that address questions about the identity and mission of the church as well as issues that arise in the current life of Christian communities. Prerequisites: 100- or 200-level THEO course or at least 60 college credits; ENGL 101, with a minimum grade of C.

**+WI-THEO 323. Problems of Faith • 3 credits**

Examine 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: 100-level THEO, PHIL or humanities course; ENGL 101, with a minimum grade of C.

**+THEO 324. Women Theologians • 3 credits**

Focus on selected readings from contemporary women recognized for their contributions in Christian Theology. Briefly discuss some women from earlier centuries of Christian history. Primarily a seminar class with emphasis on discussion.

Prerequisites: 100- or 200-level THEO or PHIL course.

**+THEO 325. Models of God • 3 credits**

Examines the Christian idea of God in the context of the larger human search for God as well as within the Judea-Christian faith tradition. Asks why people seek and reject God as well as why different ways of imaging and relating to God have developed and become popular within Christianity. Special attention to the Christian doctrine of the Trinity as it is grounded in Scripture and found within Christian theological tradition. Prerequisites:

100- or 200-level THEO or PHIL course; or at least 60 college level courses.

**+THEO 326. Beginnings & Endings: Christian Teaching on Creation and Eschatology • 3 credits**

Investigates two Christian doctrines: creation and eschatology. Considers how theologians have thought about the origins of the universe and about the end of time. Prerequisites: 100- or 200-level THEO or PHIL course.

**+WI-THEO 331. Songs, Stories, and Skepticism: Jewish Literature of the Second Temple Period • 3 credits**

Covers the books in the third part of the canon of the Hebrew Bible/Old Testament known as the writings (*ketuvim*). Texts include apocalyptic treatises and scrolls that question the meaning and the cause of suffering and the problem of evil; stories of heroic women and the men they overthrow, and wisdom texts that skeptically question the limits of human knowledge. Prerequisites: 100-level THEO course; ENGL 101, with a minimum grade of C.

**+THEO 332. The Gospels: Diverse Interpretations of Jesus • 3 credits**

Covers the basic content and theological agendas presented by the four evangelists on the canvas that was the historical Jesus. Course utilizes close exegesis, various hermeneutical approaches, and historical-critical principles to understand, as best as possible, the original theological intent. Class also engages in robust discussion of the relevance of such ancient texts to the modern world. Prerequisites: 100-level THEO course.

**+THEO 333. The Letters of Paul: Theology in Context • 3 credits**

Covers the basic content of Paul's letters, with particular attention paid to the historical situation of the communities to which he wrote. Apply interpretations of Paul's letters to pressing theological and moral issues from today's world, such as empire, gender, sexuality, marriage, and the environment. Prerequisites: 100-level THEO course.

**+THEO 334. Apocalypse: Now and Then • 3 credits**

Whether from the Mayan Calendar, the movie theater, or political rhetoric, we are bombarded by apocalyptic language and imagery. Examine the historical and sociological roots of apocalypticism, with particular attention paid to the book of Revelation. Does this book predict the future? How do we evaluate the legacy of apocalypticism in our world today? Prerequisites: 100-level THEO course.

**+THEO 335. Love, Land, and Law: Torah and the Ongoing Human Experience • 3 credits**

The first five books of the Bible (*Torah* or *Pentateuch*) reveal diverse and divergent theological ideas that were developed through story and myth. By reading these texts, considering their ancient setting, and later interpretations, students will enter into a conversation - started by the Hebrews millennia ago - on the nature of the divine, the meaning of life, and the universal human experience; 100- or 200-level THEO course.

**+THEO 336. The Bible and The Arts • 3 credits**

For thousands of years, the stories and ideas developed in the Bible have captured the imaginations of artists and audiences, alike. Explore the ways in which artistic renderings of biblical texts and themes have not only influenced generations of artists, but also shaped the ways in which cultures and societies read and understand the Bible. Prerequisites: 100- or 200-level Humanities course.

**+WI-THEO 337. The Bible and Social Justice • 3 credits**

While the ancient texts of the Bible were written under very different religious, cultural, and economic circumstances than our own, recurring biblical themes of peace, equity, and justice connect the ancient to the modern and serve as a valuable resource in ongoing struggles for a just world. Explore the ways in which the Bible continues to, and might, address justice issues ranging from empire to environment and gender discrimination. Prerequisites: 100- or 200-level THEO.

**+WI-THEO 341. History of Christianity: Early and Medieval • 3 credits**

The Church and Western society in the early and medieval periods. Prerequisites: 100-level THEO course; ENGL 101, with a minimum grade of C.

**+WI-THEO 342. History of Christianity: Reformation and Modern • 3 credits**

The Church and society from the Reformation through the modern age. Prerequisites: 100-level THEO course; ENGL 101, with a minimum grade of C.

**+THEO 344. Rome and Christianity • 3 credits**

Requires international travel. Consists of an interpretive exploration of Rome and other sites of interest in Italy with an eye toward understanding the theological development of Christianity particularly in its sacraments, liturgy, martyrology, and doctrinal hierarchy. Course notes and readings supplement the city's museums, galleries, archeological sites and public monuments as the primary educational tools. Prerequisites: 100-level THEO course.

**+THEO 351. Introduction to Western Religious Traditions • 3 credits**

Presents three religions known as "Peoples of the Book." Judaism, Christianity, and Islam are defined as monotheistic religions. Examines their four basic foundations: 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: 100-level THEO course.

**+THEO 352. Introduction to Eastern-Asian Religious Traditions • 3 credits**

Examines oriental spiritual traditions that may be non-theistic or polytheistic in nature: Hinduism, Buddhism, Confucianism, and Taoism. Like religions of the West, Eastern religions are rooted

in four basic foundations: Creed, basic doctrines and theological or philosophical/spiritual positions; Code, the ethical and moral dimensions of faith; Cult, the practice of spiritual disciplines, such as meditation, yoga, Tai Chi, prayer, rituals, and Bhakti devotion; and Community, the cultural, social, geographical, religious, and spiritual dimensions unique to these Eastern traditions. Prerequisites: 100-level THEO course.

**+THEO 354. Introduction to Eastern Catholic and Orthodox Traditions • 3 credits**

An introduction to the history, spirituality, sacramental/liturgical life of both the Eastern Christians and Orthodox Christian traditions of Western and Eastern Europe. Focuses on the theological significance of the Ecumenical Councils, Vatican II, and the history of the "Great Schism" within the Christian traditions. Prerequisites: THEO 101, 120, 250, 341 or 342.

**+THEO 355. The Holocaust • 3 credits**

An in-depth and broad study of the Jewish Holocaust and global genocide utilizing all documents, historical texts, and film to explore a wide range of Holocaust topics, issues and events.

**+THEO 360. Advanced Topics in Theology • 3 credits**

Focus on a particular topic selected by the instructor. Each section varies by topic and will employ select readings, discussions, assignments, reflection papers, and a researched presentation. Prerequisites: 100-level THEO course or THEO 250.

**THEO 390. Sharing Faith: Contemporary Catechesis • 3 credits**

Principles of faith sharing according to contemporary catechetical models and methodologies. Examination of materials, structures, and approaches suitable for people at the various stages of faith development from infancy through adulthood. Prerequisites: THEO 101; THEO 110, 201, or 202.

**THEO 399. Ministry Internship • 1-6 credits**

An off-campus experience in ministry with a strong educational component. Includes a beginning and ending six session seminar with a 10-week supervised parish apprenticeship. May be taken for a "regular" grade or pass/fail. Offered in cooperation with the Diocese of Davenport. Prerequisites: Six credits in Theology.

**+THEO 401. Christian Mystical Tradition • 3 credits**

Explores the soul's process of passing from "ordinary" prayer to contemplative and mystical life and the characteristic stages of that evolution. Presents a "Summa" of contemplative/mystical prayer treated in a few of the original sources or writings in the Christian mystical tradition. Prerequisites: THEO 301 or completed 60 college level credits.

**THEO 405. Youth Ministry Skills • 1 credit**

Series of workshops develops the background and skills required by most Dioceses of the Catholic Church for a parish position in Youth Ministry. Sessions include:

- Principles of Youth Ministry,
- Practices of Youth Ministry,

- Fostering the Faith Growth of Youth through Evangelization and Catechesis,
- Fostering the Faith Growth of Youth Through Justice and Service,
- Fostering the Faith Growth of Youth through Prayer and Worship,
- Fostering the Faith Growth of Youth through Pastoral Care,
- Foundations for Ministry Leadership, and
- Skills for Ministry Leadership.

Prerequisites: At least 6 credits in Theology or approval of Department Chair.

**THEO 450. Christian Contemplative Life and Mystical Theology • 3 credits**

Explores the evolution and development of the Christian mystical traditions from the origins of Christianity to modern times. Analyzes the philosophical traditions, the development of monasticism, and traces the evolution of a Christian's spiritual life beyond beginning prayer to include acquired and infused contemplation, as well as graces of mystical prayer and experience. Prerequisites: THEO 301 or comparable course in Christian Spirituality.

**THEO 460. Readings in Theology • 3 credits**

For students who have a particular interest in a theologian, period, or topic. Students work independently with a relevant professor and complete all work as assigned. It is expected that the student is able to critically read and evaluate upper-level theology texts. Prerequisites: 100-level THEO course.

**WI-THEO 499. Senior Seminar in Theology • 3 credits**

An overview and integration of theological growth over the course of the student's major curriculum, emphasizing both theory and praxis. Senior THEO majors collaborate with the instructor in developing themes, reading schedules, research, class presentations, and a final written project to be presented orally in public forum. Prerequisites: 12 THEO credits; Instructor consent.

**Women and Gender Studies**

**+WGS 201. A Cross-Cultural Introduction to Women & Gender Studies • 3 credits**

Provides an overview of topics and approaches that mark Women & Gender Studies across disciplinary and cultural boundaries.

**+WGS 210. U.S. Latina Literature & Culture • 3 credits**

Learn about the four largest Latin communities and their cultures in the U.S.: Mexican American, Puerto Rican, Cuban American, and Dominican American. Study these cultures specifically through women's issues and perspectives because they intersect with socially constructed paradigms of "race," class, and gender. Explore and interpret literature, film, and other forms of cultural expression by and about Latinas (Hispanic women in the U.S.). Engage the material with an openness to potentially new ways of learning and thinking about the world, especially with regard to cultural identity, language,

power and privilege. Participate regularly in class discussions, comment, and ask questions to enrich your understanding of texts and themes.

**+WGS 310. Topics in Women and Gender Studies • 3 credits**

Explores a particular issue related to women and/or gender in an interdisciplinary setting. Prerequisites: Instructor permission.

**+WGS 315. Latin American Women's Issues • 3 credits**

Explores the challenges and the opportunities faced by Latin American women of the past and present. Prerequisites: Sophomore status or completion of WGS 201.

**+WGS 320. Women and Irish Film • 3 credits**

Explores representations of Irish Women in film and their roles in Irish culture in relation to issues of morality and justice. Examines constructions of film, the Irish film industry, and the influence of Irish politics on Irish film making, as well as these topics create specific conditions of possibility for Irish women.

**WGS 325. Feminist Theory • 3 credits**

Provides an in-depth study of contemporary feminist theories that have invigorated much contemporary critical theory. Prerequisites: WGS 201 or instructor permission.

**+WGS 330. Women & Gender Studies Practicum • 3 credits**

Analyze and critique systems of inequality, linking feminist theories to community practice. Work with a local agency serving the needs of women in the context of readings, discussion, and critical reflection. Prerequisites: WGS 201, WGS 325, or instructor permission.

**+WGS 340. Women and Madness • 3 credits**

Explores the role of culture and politics in defining and treating "mental illness" especially as it has marginalized or oppressed passionate, unconventional, and disobedient women of the past and present.

**WGS 350. Independent Study • 1–3 credits**

Directed individual reading, research and/or writing on topics approved by the Women's Studies Advisory Committee. Prerequisites: Instructor consent.

**WI-WGS 390. Women & Gender Studies Minor Seminar • 3 credits**

Perform scholarly research and writing in an interdisciplinary setting. Prerequisites: ENGL 101, with a minimum grade of C; WGS 201; and six credits of course work in the minor.

**WI-WGS 405. Women & Gender Studies Major Seminar • 3 credits**

Provides Women and Gender Studies majors with a capstone experience consisting of sustained research and writing in an interdisciplinary setting. Prerequisites: ENGL 101, with a minimum grade of C; WGS 201, 325; and 9 additional credits in major, or permission of instructor.

## Graduate Program Requirements

### Master of Accounting

#### College of Business

With the ever-changing environment in business due to technological advances, environmental changes, international competition, as well as government and tax regulation, today's accountant must be prepared to meet the challenges of clients and other professionals. In order to be successful in this environment, the accountant needs to be professionally oriented, socially conscious, and academically prepared. The Master of Accounting program prepares individuals for professional careers and ultimately for leadership positions in today's business world. In addition, in many states, those desiring to become certified as a Certified Public Accountant (CPA) must have 150 hours of college education. A natural extension in the pursuit of this requirement is, and will continue to be, graduate education in the field of accounting.

#### Master of Accounting Program

The Master of Accounting program (MAcc), nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP), and is an interdisciplinary program. The 30-hour MAcc degree has the flexibility to accommodate students with a variety of educational backgrounds and career objectives. Furthermore, students have the choice of taking 9-15 of the graduate credit hours required for the MAcc degree in the MBA or other graduate programs. Students have the option to earn their degree in either an accelerated, a one-year, or a part-time two-year format, all with convenient day and evening class times.

#### Admission Requirements

Individuals with a Bachelor's degree in any field from an accredited institution may apply to the Master of Accounting program.

- Those with undergraduate accounting degrees have fulfilled all prerequisites. Those with other undergraduate degrees must fulfill prerequisite requirements.
- Official transcripts from each undergraduate and graduate school attended must be sent to the College of Business Graduate Office.
- Candidates for the MAcc program must submit an official score from the Graduate Management Admissions Test (GMAT), unless the applicant has an overall GPA of 3.5 and a 3.5 GPA in accounting. No GMAT score older than five years is accepted. Students planning to complete the program in one year or less must receive an acceptable score on the GMAT before their first semester of enrollment.
- The candidate must achieve a minimum score of 1100 on the admission formula (calculated by multiplying the undergraduate grade point average by 200 and adding the GMAT score) to be fully admitted to the Master of

Accounting program.

- If the applicant has an overall GPA of 3.5 and a 3.5 GPA in accounting, the student is not required to take the GMAT test.

#### Admission Status

Students may be admitted for the fall, spring, or summer semesters.

1. **Full Admission:** The student's file is complete. Official transcripts; and an official GMAT score, not older than five (5) years. A minimum admission formula score of 1100 points is required.
2. **Conditional Admission:** may be granted when the student's file is incomplete. The College of Business Graduate Office must receive the student's official transcripts by the end of the first semester of enrollment and receive an acceptable score on the GMAT before registering for more than 6 hours or for the second semester. Students planning to complete the program in one year or less must receive an acceptable score on the GMAT before registering for classes.
3. Those applicants who do not score 1100 on the formula will be considered for admission if they score a minimum of 450 on the GMAT and 1000 on the formula.
4. If the applicant has an overall GPA of 3.0 and a 3.0 GPA in accounting courses is automatically admitted to the MAcc.

#### 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.
2. Evidence that the student has met the academic admission requirements of the program. Examples of evidence include student copies of transcripts or a copy of their degree diploma. Official transcripts must be on file before a student will be allowed to register for a second semester or session.
3. An official GMAT score of at least 450. Students will not be allowed to register for more than 6 hours or for the second semester until an acceptable GMAT score is received. Students planning to complete the program in one year or less must receive an acceptable score on the GMAT before registering for classes. Requests to waive this requirement due to extenuating circumstances must be reviewed by the Master of Accounting program director.

#### Academic Status

MAcc students are required to maintain a 3.0 (B) grade point average or above. At any point in the process of completing the MAcc program where a student falls below a 3.0 grade point average, he/she is placed on academic probation. Students must remove themselves from academic probation within their next two semesters. For each C grade earned, there must be an offsetting A grade. Only two C grades are permitted in the MAcc program. A third C grade or an F grade will result in academic dismissal from the program. A student dismissed from the program due to academic deficiency may reapply for admission after a minimum of one elapsed semester.



## Prerequisites

The equivalent of an undergraduate degree in accounting from an accredited 4-year college will meet the prerequisite requirements for the MAcc program.

The prerequisites for other undergraduate degrees include: 24 hours of accounting; 6 hours of economics; 9 hours of business (3 hours of business law; 3 hours of business statistics; and 3 hours of business elective); and 3 hours of college math, which can be met by taking: STBE 137; college algebra or higher; or a math course approved by the MAcc program director.

## Graduate Course Requirements for the Master of Accounting:

30 semester credits including MAC 601 and 603 and a minimum of nine semester credits of graduate accounting electives from the following courses: MAC 606, 607, 610, 614, 615, 616, 618, 620, 622, 625; and a maximum of fifteen semester credits of graduate electives which must be approved by the program director.

## 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 H.L. McLaughlin MBA Program is offered in Davenport and Online. Typically, students complete the MBA program in a little over two years by taking one course per session for 12 sessions. There are two eight-week sessions in the fall, two eight-week sessions in the spring, and one summer session. An accelerated format is available where students can complete their degree in as little as 15 months. Each class meets in the evening for four hours once a week, with the exception of MBA 690 *Leadership Through People Skills* (LTPS), which is a one week long from 8 a.m. to 5 p.m. each day. All required classes are held at St. Ambrose University or St. Ambrose's North Davenport Education Center.

Students must complete the program within ten (10) years.

## Admission Requirements

The Admissions Committee evaluates each candidate as an individual. The admissions decision is based on: work experience, undergraduate course work, academic achievement, life experiences, professional achievements, and performance on the Graduate Management Admission Test (GMAT).

Individuals with a Bachelor's degree in any field may apply for admission to the St. Ambrose University H.L. McLaughlin MBA program. Students may be admitted any session; however, the program can only guarantee the 6 session completion schedule to students entering Fall 1 or Spring 1.

1. Official transcripts from each undergraduate and graduate school attended must be sent to Graduate Admissions.
2. Candidates for the MBA Program must submit an official score from the GMAT before starting their second semester in the program. Students may be conditionally accepted without the 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), or who have successfully completed a graduate program, in any field, will be examined on a case-by-case basis to determine the need for a GMAT score.
3. Each candidate must complete and submit a professional portfolio, which includes the following:
  - a. A professional résumé
  - b. 3 Professional references
4. A minimum TOEFL score of 85 or 6.5 on the IELTS is required for an international student whose native language or undergraduate experience is not in English.

**Note:** All students are required to take the pre-enrollment assessment exam before registering for the first class. **All students are required to take the outbound assessment exam in MBA 800 at the end of the program.**

Admission decisions will be made based on a thorough review of all application materials and the case applicants make for themselves.

## Admission Status

Students may be admitted at the start of each eight week session in Fall, Spring and Summer semesters.

1. **Full Admission**—The student's file is complete and all criteria for admission has been met.
2. **Conditional Admission**—A candidate may be considered for a limited number of opportunities as a conditional admit student. Admission as a Conditional admit student provides the opportunity to begin taking a limited number of courses in the MBA program while deficiencies in the application packet are corrected or to firmly establish the applicant's ability to do MBA level work. Conditionally admitted applicants are allowed to take up to two 600 level MBA courses. The requirements for the applicant to transition from conditional admission to full admission will be clearly articulated to the applicant in writing by the Director of the MBA program. Generally, these requirements are as follows:
  - a) Deficiencies in the MBA admission packet must be corrected within the first 8 week session, unless the deficiency is a missing GMAT score.
  - b) If the GMAT score is missing, the candidate must present a GMAT result to the Admissions Committee by the end of the second 8 week session.
  - c) The conditionally admitted applicant must make at least a B grade in all MBA courses taken and must take MBA 600 as one of their first three courses.

When the deficiencies have been fully addressed, the Admissions Committee will evaluate a conditionally admitted student's status and may grant Full Admission Status.

- 3. Special Student Status**—Candidates who wish to enroll in graduate level courses, but are not seeking a graduate degree or credential are granted this status. The MBA Office must have received an application, official transcripts, a professional résumé to be considered for special student status.

#### **Waiving the GMAT Requirement**

Students will need to demonstrate that they have the credentials and/or professional experience that signal the necessary competencies to be successful in the MBA program. The credentials and experience listed below will provide evidence of the skill base needed to be successful in the MBA program. Students will receive an automatic GMAT waiver if they meet ONE or more of the criteria below:

- Undergraduate or Master of Science degrees in STEM (science, technology, engineering, and math), economics, finance, or accounting
- Full CPA, CFA, or CPIM (Certified in Production and Inventory Management) credentials
- A terminal degree such as JD, EDD, or MD
- Bachelor degree in Business Administration with a GPA of 3.0 or higher from a regionally accredited school
- Bachelor degree with a GPA of 3.5 or higher from a regionally accredited school
- Bachelor degree with 10 years or more of relevant industry work experience

#### **Academic Standing**

MBA students are required to maintain a 3.0 (B) grade point average or above. At any point in the process of completing the MBA 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 session. If this does not occur, then academic dismissal will result. Only two (2) C grades are permitted in the MBA program. A third C grade or an F grade results in academic dismissal from the program.

Any student dismissed from the MBA program due to academic deficiency can reapply after a minimum of one 8 week session has elapsed. At this time, the student must fill out a reapplication form with a statement documenting reasons for why the student thinks they are able to continue and successfully progress through the program. An MBA academic committee will review such documentation and make the decision as to whether the student will be readmitted. Once readmitted, the student must make up for his/her academic deficiency in the first session after readmission.

Students who have received their second “C” are allowed to increase their grade point averages by retaking the course in

which the “C” was received. Only two attempts per class are allowed.

#### **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 courses are determined to be relevant to the MBA program and were completed in the past seven years.

**Graduate Course Requirements for the Master of Business Administration:** 36 semester credits in MBA courses including MBA 600, 606, 615, 621, 626, 675, 680, 800, and four concentration courses. (All courses are three credit hours.)

#### **Concentration Courses**

Students are required to complete a concentration consisting of four courses. The concentrations available are Leadership, International Management, Human Resource Management, Marketing Management, and General Business.

- **Leadership Concentration:** Take four of the following: MBA 690 (on-ground only), 691 (online only); MOL 501, 529, 540, or 625.
- **International Management Concentration:** Take four of the following: MBA 730, 731, 732, 733, 734.
- **Human Resource Management Concentration:** Take 4 of the following: MBA 721, 760, 761, 762, 763, 764, 765.
- **Marketing Management Concentration:** Take MBA 772, 773, 774; and one from the following: MBA 734, 771, 775, 776.
- **General Business Concentration:** Take any combination of four courses from the other concentrations.

### **Master of Criminal Justice**

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

The program focuses on professional development and has a balanced multi-faceted curriculum designed to produce skilled leaders in criminal justice and related fields. The MCJ program is ideal for those interested in upper-level careers in enforcement, security, corrections, and human services. It also prepares those wishing to teach and research criminal justice, or to serve as personnel and training specialists in justice-related organizations. The MCJ degree is highly regarded as being a valuable asset indicative of professionalism and competence above and beyond the baccalaureate degree.

#### **Degree Requirements**

The MCJ is a 30 credit program. Students are required to complete all coursework, write a journal length research paper and pass comprehensive exams covering topics emphasized in their criminal justice studies. The comprehensive exams are administered in a single capstone class that students should enroll in their final semester prior to graduation. Students complete their research papers in a structured class that guides them through the process of writing and completing a journal

quality theoretical paper. Students should enroll in this class in their final year prior to graduation. In addition, students must maintain a “B” average in all work for the degree. Only two “C”s are allowed with each offset with an “A”. There is no residency requirement. The degree student is expected to make steady progress with completion of the degree in one to three years, depending on the number of classes taken per semester.

### **Application Information**

Before starting course work, a student must seek admission to the MCJ program as a degree or special student. The special student category means taking selected work for professional development only, whereas the degree student category signifies intent to complete the MCJ program. Each student seeking admission to the MCJ program must complete an official application. A personal interview with the MCJ Admissions Committee may also be requested of applicant. All accepted applicants enter the program as special students, and will become degree students with the achievement of candidacy. See Admission Procedure and Candidacy sections.

### **Admission Procedure**

Students with an accredited undergraduate degree with a major in criminal justice or a related field, or with permission from the MCJ program director, may apply for admission to the Master of Criminal Justice program. To apply for admission, a student must:

1. Complete the MCJ application form, including the professional goals statement, the names and addresses of two recommendation letter requests, and an application fee.
2. Request that a complete and official transcript from the institution granting the bachelor’s degree be sent directly to the MCJ program director. An official copy is one sent from the institution directly to St. Ambrose University this should include an official transcript of any graduate course work.

### **Transfer credit**

MCJ students may transfer a maximum of six graduate credits from another accredited college or university. Transfer of credit approval must meet the following criteria: the credit was earned within the last five years, it is graduate credit, the final grade was at least a “B”, and it is determined to be relevant to the MCJ program.

### **Candidacy**

Candidacy for the MCJ degree will be met when the student completes all required course work including the comprehensive exam capstone class MCJ 507 and final research paper class MCJ 702.

### **Program of Studies Requirements for the Master of Criminal Justice** 30 semester credits including:

- Foundation Courses (12 credits): MCJ 500, 550, 530, 531.
- Core Courses (9 credits): MCJ 510, 620, 640.
- Professional Practice Courses: Choose one from MCJ 670, 671, 672.
- MCJ 507 and MCJ 702.

A limited number of substitutions are allowed for core and foundation classes. These substitutions must be approved by the MCJ program director.

### **BA/MCJ Program in Criminal Justice**

The Department of Sociology and Criminal Justice also offers an accelerated program (BA/MCJ) that provides qualified students with the opportunity to begin work on a graduate degree starting in their junior year. Students who complete the BA/MCJ program will graduate with an advanced degree in only five years at a significantly lower cost than completing both degrees separately.

The BA/MCJ program in criminal justice requires a minimum of 138 credits, which must include at least 30 graduate credits. Students must meet all university requirements to graduate with a BA in criminal justice, but up to 12 graduate credits may be applied to both undergraduate and graduate degree requirements. After completing the bachelor’s degree, students will be considered graduate students and will be able to complete the master’s degree in one year.

### **Admissions Procedure**

Students will be admitted to the BA/MCJ program in fall semester of their junior year. Applications must be completed by October 1. Accepted students will be allowed to register for a graduate class in the spring semester of their junior year. Current St. Ambrose students and new transfer students are eligible to apply if they have met the following:

1. Currently enrolled at St. Ambrose University as a Criminal Justice major.
2. Have a faculty advisor from the Department of Sociology and Criminal Justice.
3. Completed 60 credit hours.
4. Minimum 3.2 cumulative GPA.

### **Admission Criteria**

This program is competitive and is intended for highly motivated students who excel in the classroom. Applicants will be evaluated on the following:

1. Grade point average (overall and major)
2. Personal statement
3. Letter of recommendation from a professor or employer

### **Academic Performance**

If a BA/MCJ student earns a “C” in any graduate course, or their cumulative GPA drops below a 3.0, the student will be required to meet with their advisor and the program director to evaluate their standing in the program and plan of study.

### **Master of Early Childhood Education** **College of Health and Human Services**

The Master of Early Childhood Education will allow early childhood educators to deepen their understanding of the field, develop leadership skills, and improve their expertise in research, child development, and special education. A capstone project will allow them to integrate and individualize research,

knowledge, and theory and apply it to their own practice. Students who complete the program will earn the Master of Early Childhood Education degree. They will contribute to the mission of St. Ambrose University as they enrich the lives of the children and families with whom they work.

#### **Admission Requirements:**

- A Bachelor's degree in early childhood education or a closely related field.
- Work as a practitioner in one of the areas of early childhood education, including teacher, early interventionist, speech therapist, counselor, and social workers.
- A brief goal statement for participation in the program.
- Two letters of reference.

**Graduate Course Requirements for the Master of Early Childhood Education:** 33 semester credits in ECE courses including: ECE 601, 607, 610, 614, 617, 621, 623, 626, 630, 641, 650, and 700.

### **Master of Education in Educational Administration** **College of Health and Human Services**

The MEA program's vision, mission, purpose, and conceptual framework are geared toward developing highly qualified educational administrators:

- **Vision:** To develop leaders to ensure that all students learn at high levels
- **Purpose:** To provide aspiring school leaders with strengthened core knowledge, skills, and abilities, resulting in improved student achievement, and to prepare highly qualified administrative candidates with the capacity to lead elementary and secondary schools through the 21<sup>st</sup> century.
- **Mission:** To develop competent, caring, and reflective professional administrators who are grounded in the beliefs supporting the Catholic tradition; who are knowledgeable of the human condition; who demonstrate leadership and management skills necessary to be an effective administrator; and have the capacity to effect change that results in enhanced student achievement.
- **Alignment:** Course activities and assessments are aligned with the Iowa Standards for School Leaders.

#### **Portal I - Admission Requirements to Program and Candidacy**

Applicants must have access to a computer, Internet, and email. Applicants must submit the following application materials to the Graduate Education Office by May 31 for summer courses, August 10 for fall courses, and January 1 for spring courses.

1. Completed Application for Admission to Graduate Program.
2. 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) is required.

3. A bachelor's degree from an institution which is recognized by its own regional accrediting association.
4. Two letters of support: one from the applicant's supervisor and one from another person capable of judging the applicant's academic potential for leadership and teaching performance (required for all degree seeking students and admission to Portal II).
5. Current résumé.
6. Copies of all teaching certificates and licenses.

#### **Portal II – Admission Requirements**

1. Successful completion of requirements from Portal I.
2. International students whose native language is not English must achieve a combined score of 550 with a score of 55 on Section I of the Test of English as a Foreign Language (TOEFL). Additional language based class work may be required of international students.
3. Nine hours of graduate credit with a minimum GPA of 3.0 in consortium coursework and all graduate coursework.
4. File paper submitted (usually from EDAD 530).
5. Mentor assigned.
6. Program of Study created.

#### **Portal III - Admission to Internship**

1. Completion of 27 graduate credits
2. Minimum GPA of 3.0 in Consortium coursework and all graduate coursework.
3. Application for internship must be submitted the semester before the internship begins.
4. Approval of internship placement and site.
5. Approval for Graduation pending completion of internship.

#### **Portal IV - Award of Master's Degree**

1. Thirty-six hours of graduate credit with a minimum GPA of 3.0 in Consortium coursework and all coursework.
2. Presentation of Masters Project and display of Comprehensive Portfolio.
3. Three (3) years of teaching experience verified (for licensure).
4. Completion of 400 level field experience and internship hours.

#### **Transfer Guidelines**

Transfer credit requests must be submitted to the MEA program administrative assistant and will be evaluated by the program director in consultation with MEA program faculty, based on the viability of transfer, substitution, or equivalency. With program director approval, students may transfer up to 12 graduate credits from accredited institutions, provided these credits have a grade of B or higher on a 4.0 scale, are not older than seven years and will not be older than seven years upon program completion. Under no circumstance may a candidate begin the internship sequence without verified eligibility and admission to Portal III. Further, the internship requires two semesters of experience and may not be completed by increasing the hours logged during any one semester.

### Certification/Licensure

The licensure officer and academic advisor should be consulted regarding additional requirements for licensure that may not be included in the student's plan of study. A student seeking licensure is responsible for checking the current requirements of the state(s) in which the student plans to be licensed.

## Master of Exercise Physiology

### College of Health and Human Services

Rising healthcare costs related to physical inactivity have triggered increases in the number of healthcare professionals and research in exercise science. The Masters in Exercise Physiology program is suited to provide a program of study to enhance knowledge and understanding within exercise science to (1) prepare students to contribute to this escalating need to combat exercise-related disease and illness, (2) understand and participate in research related to exercise science, and (3) recognize the importance of evidence-based practice. The 12- to 15-month program is ideal for students looking to move on to professional school (DPT, PA, MD, etc.), prepare for exercise physiologist certification, or whose interests are more focused on research with plans to work in a research lab or continue on to a PhD program. The 36-38 credit hour program includes the option to complete a comprehensive examination or thesis project as a final component of the curriculum.

#### Admission Requirements:

Students with a bachelor's degree in Exercise Science, Human Performance and Fitness, or other science-related field from an accredited institution may apply to the Masters of Exercise Physiology program. Undergraduate coursework should have included courses in anatomy & physiology as well as exercise physiology. In addition, the following is required to be considered for admissions:

- Official transcripts from each undergraduate and graduate school attended
- GRE or MCAT scores
- Overall GPA of 3.0
- Two letters of recommendation (at least one must be from a college professor)
- Personal essay explaining reason(s) for wanting to pursue graduate education
- A minimum TOEFL score of 79 or 6.5 on the IELTS is required for any international students whose native language or undergraduate experience is not English. Results should be sent directly from ETS to St. Ambrose University. The institutional code is 6617.

#### Transfer Credits:

Students who attended and graduated with a bachelor's degree in Exercise Science and/or Human Performance and Fitness from St. Ambrose University may be able to transfer up to 6 credits hours from their elective courses completed during their undergraduate program. The accepted courses are those which

are cross-listed as 400/500 level courses in Kinesiology. Graduate courses completed at another accredited college or university will be considered on a course by course basis.

#### Thesis or Comprehensive Examination Option:

Students will have the option to complete a thesis or to participate in a comprehensive examination as part of their graduation requirements. Only students that have received approval from a faculty member and the program director will be able to complete a thesis project. Students who will be completing a thesis will be expected to enroll in credit during the Summer 2 session. Thesis students must complete at least 5 credit hours of research and thesis coursework to complete the thesis. All other students will be required to complete a written and oral comprehensive examination. The examination may be completed during the Spring semester if the student has brought in enough transfer credit to allow for one less course during the Spring semester. Otherwise, the student will also be expected to enroll in the comprehensive examination during the Summer 2 session.

#### Curriculum:

Required Courses	Credits
KIN 509 Exercise Pharmacology	3
KIN 510 Biomechanics	3
KIN 512 Sports Nutrition	3
KIN 560 Special Topics in Kinesiology	3
KIN 600 Research Methods	3
KIN 602 Statistics for Exercise Science	3
KIN 608 Exercise Biochemistry	3
KIN 610 Seminar in Kinesiology	2
KIN 615 Advanced Exercise Physiology	3
MPAS 510 Advanced Physiology	5
Elective Courses	Credits
KIN 620 Research	1-4
KIN 650 Comprehensive Exam	4
KIN 660 Thesis	1-4
<b>Total credits</b>	<b>36-38</b>

## Master of Organizational Leadership

### College of Business

The Master of Organizational Leadership (MOL) program at St. Ambrose University is an interdisciplinary graduate program of study designed to develop skills and nurture abilities for effective leadership. Effective leadership is essential to the success of any endeavor in both the public and private sectors. Businesses, government agencies, elected offices, charitable organizations, and churches, to name a few, need valuable leaders who can identify, promote, and accomplish organizational goals and objectives. In this context, MOL program students will become more aware of their own strengths, attitudes, and behaviors, and the effects they have on others as leaders. The MOL program also provides individuals currently in or seeking leadership positions with the conceptual and analytical skills necessary for successful leadership. The

Master of Organizational Leadership program reflects St. Ambrose University's commitment to promoting community service, personal growth, and practical professional training opportunities for students.

### **Mission Statement**

The Master of Organizational Leadership program at St. Ambrose University nurtures students' abilities and enables students to strengthen their capacities as leaders through the development of tools and skills for effective leadership in organizational settings including promoting the importance of service to communities.

### **Admission Requirements**

Individuals with an undergraduate degree from an accredited institution in any field may apply for admission to the MOL program. All applications must meet the following requirements:

1. Applicant must have a bachelor's degree from an accredited college or university, with an undergraduate GPA of at least 3.0 on a 4.0 scale.
2. Submit a résumé 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.
3. Submit the following to the MOL Program Coordinator located at 518 W. Locust Street, Davenport, IA 52803.

In order for the student to register for classes, the director of the MOL must receive evidence that the student has met the academic admission requirements of the program. Examples of evidence include copies of transcripts indicating the undergraduate GPA and the degree earned and a completed application for admission. All materials, including an official transcript, must be on file before the student will be allowed to register for a second session. Students will not be allowed to register for more than one course until all materials are received and an official admissions decision is made. Requests to waive this requirement due to extenuating circumstances must be reviewed by the director of the Master of Organizational Leadership.

### **Admission Status**

Students may be admitted to the MOL as follows:

1. **Full Admission:** the student's file is complete and all minimum criteria for admission have been met.
2. **Probationary Admission:** occurs when a student's file is complete but falls below the minimum. These applications are reviewed on a case-by-case basis by the director of the MOL. Admission decisions will take into consideration experience, academic growth potential, and the student's personal motivation to succeed. A student admitted on conditional or probationary status may register for only one course at a time and will normally have a final admissions decision rendered upon the completion of the first or second course.
3. **Provisional Admission:** occurs when the student's file is incomplete. The student may register for one course but

must have on file a completed application and an undergraduate transcript. All materials, including an official transcript, must be on file by the completion of the first course.

### **Academic Policies**

For specific academic policies, refer to the MOL student handbook. Handbooks are available by contacting the program coordinator.

### **Transfer Credits**

Students may transfer up to nine graduate credits from an accredited college or university provided the credits carry a "B" or better, the course(s) are determined to be relevant to the MOL program, and the courses were completed in the past seven years. Students who complete the organizational management concentration through St. Ambrose University may apply for all 15 credits to count toward the MOL degree as stipulated in the course requirements. (See Degree Requirements.)

### **Degree Requirements**

**Capstone Track:** 36 credit hours including 27 credits of core courses, including MOL 716: Leadership Capstone and 9 credits of electives. The student may enroll in MOL 716 upon completion of 30 credit hours toward the degree.

### **Core Requirements (27 credits)**

#### *Suggested order below*

MOL 501. Leadership Theory  
MOL 625. Leading Organizational Change  
MOL 515. Decision-Making  
MOL 529. Conflict Management  
MOL 701. Strategic Leadership  
MOL 540. Leadership Communication  
MOL 691. Dialogical Skills  
MOL 715. Leadership Work Action Project  
MOL 716. Leadership Research Paper

### **Electives (9 credits)**

MOL 557. Building Effective Teams  
MOL 621. Human Behavior in Organizations  
MOL 635. Servant Leadership  
MOL 645. International Issues in Leadership  
MOL 655. Political and Civic Leadership  
MOL 710. Ethics in Leadership  
MOL 790. Independent Inquiry in Leadership  
MOL 792. Special Topics

## **Master of Pastoral Theology**

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

The Master of Pastoral Theology (MPTh) program offers professional and personal growth and academic rigor to those who wish to be more fully prepared to serve in a variety of pastoral responsibilities and ministries within the Church. Currently offered in conjunction with the Deacon Formation

Program of the Davenport Diocese, the program is also open to other qualified applicants. It is a cohort program with classes offered in intensive format meeting one weekend (Saturday-Sunday) per month, August through May. Each weekend includes 12 hours of instruction. Students must be prepared to complete significant reading and writing assignments between the monthly meetings.

The focus of the program is on those who intend to minister in the communities and institutions of the Roman Catholic tradition, although members of other religious traditions will find the program broadly ecumenical and careful to respect and build upon religious, cultural, and gender diversity.

### **Requirements for Admission**

1. Accredited baccalaureate degree.
2. Undergraduate grade-point average of 3.0 on a 4.0 scale.
3. Six credits of theology including:
  - a. Introduction to Theology
  - b. Introduction to Scriptural Studies
4. Conditional admission to the program may be granted while fulfilling these prerequisite courses.
5. Substantial Ministry experience.

### **Degree Requirements**

Thirty-seven graduate credits including at least 4 in each of the following areas: Scripture, Sacraments/Spirituality, Systematics, Moral Theology, and Pastoral theology and at least two credits in Historical Theology. Students must maintain a "B" average. Youth Ministry certification is offered but not required.

### **Application Information**

Before registering for a course, a student must seek admission to the University either as a degree candidate or as a special student.

### **Procedure for Admission as a Degree Candidate**

If a person has an undergraduate degree in any field, and experience in either professional or volunteer ministry, she/he may apply for admission to the Master of Pastoral Theology program.

1. Complete the application form for St. Ambrose.
2. Request that a complete transcript from the institution that granted the bachelor's degree be sent directly to the program director. An official copy is one sent from the attended institution directly to St. Ambrose. Also have forwarded a transcript of any graduate course work.
3. Request that two letters of recommendation from persons who have either supervised or worked with the student in ministry be sent to the master of pastoral studies program director.
4. Return the application form to the director of pastoral theology program with a \$25 non-refundable application fee payable to SAU. Application and transcripts should be on file at least one month before registration for classes.

After the application materials have been received and reviewed by the Admissions Committee, the student will be

asked to interview with a member of the Admissions Committee and/or with the counselor advisor to the Admissions Committee. The student will be notified of the admission decision.

### **Procedures for Admission as a Special Student**

Students may take courses in the MPTH program as a special student, non-credit, or for Continuing Education Units (CEU). Contact the director of the MPTH program for details.

### **Transfer of Credit Policy**

MPTH degree candidates may transfer graduate credit from another university. Transfer of credit approval is based on the following criteria: the credit has been earned within the last five years, it is graduate level work, at least a grade of "B" has been earned, and it is relevant to the student's degree objectives. Students seeking approval for transfer of credit must submit a Transfer of Credit form and an official transcript of those credits to the pastoral studies program director.

### **Advanced Standing Policy**

MPTH degree candidates who have participated in substantive educational programs which do not grant academic credit may apply to have such study included as part of their degree work by requesting advanced standing.

Advanced standing status is based on the following criteria: participation in the educational program has been within the last five years; the content of the program constitutes graduate level work; applicants complete a written description of specific learning experience as proof of competence; and the learning experience is relevant to the student's degree objectives.

The program director and the admissions board of the MPTH will evaluate advanced standing requests and establish credit hour equivalency.

Students seeking advanced standing must submit the request along with a description of the work to the Pastoral Theology program director.

No more than 8 hours total credit will be applied toward the degree from Transfer and Advanced Standing.

### **Integration Paper**

Requirements for the MPTH degree include the completion of a 1-2 credit Integration Paper intended to demonstrate the student's ability to integrate coursework with pastoral ministry. A schedule marking stages of progress must be adhered to, and the thesis must be submitted to the advisor, the department director and a third member of the department. The final copy of the Integration Paper must be completed and approved at least 2 weeks before the student's graduation.

### **Graduation Requirements**

1. Submit a graduation application before the dead line indicated in the academic calendar.
2. Complete any transfer of credit from other institutions as described above.
3. Successfully complete course requirements including the Integration Paper.
4. Receive the approval of the completed Integration Paper in the manner outlined above.

5. Submit the graduation fee to St. Ambrose University.

### Youth Ministry Certificate Program

Students enroll in eight weekend workshops listed below over a two year period. They are designed for those desiring specialized knowledge and skills in youth ministry. All courses are taken for one semester credit at an off-campus site on Saturday and Sunday.

Youth Ministry Certificate courses cannot be up graded at a later date. If taken for a certificate on the under graduate level, they remain at that level. However, students that took one or more courses but did not complete the certificate or apply them to another program can receive up to four semester credits of advanced standing for them. The regular advanced standing evaluation will be used to assess these courses.

## Master of Physician Assistant Studies

### College of Health and Human Services

The Master of Physician Assistant Studies Program (MPAS) is 29 months in length consisting of a 14-month didactic component followed by 15-month supervised clinical clerkship component. The didactic phase is comprised of classroom instruction in advanced basic sciences, clinical skills, clinical medicine, pharmacology, behavioral medicine, ethics, and research. In general, classes are held Monday through Friday from 8 a.m. to 5 p.m. Students are expected to attend all classes and should have no other commitments during these hours.

The clinical phase of the program consists of 15 months of supervised clinical clerkships that are 4 weeks in length with the exception of family practice, which is 12 weeks. There are eight required clerkships to include: Family Medicine, Internal Medicine, Pediatrics, Obstetrics-Gynecology, Geriatrics, Psychiatry, Emergency Medicine, and General Surgery.

In addition to the required clerkships, students will have the opportunity to choose five electives. Some rotations will require students to work on the weekends and evenings. Students are required to be available as instructed by their preceptors. Several times throughout the clinical phase, students will return to campus for end-of-rotation exams as well as other educational sessions. A separate handbook will be distributed during the clinical year orientation detailing specifics for the clinical year.

Entry into the 29-month St. Ambrose Physician Assistant program will be a competitive process. Applicants must have earned their undergraduate degree; successfully completed specific prerequisite courses; and gained at least 500 hours of health care experience.

Thirty-member cohorts will begin with classroom and laboratory studies including anatomy, pathology, physical examination and clinical medicine during the first 14 months, followed by 15 months of clinical rotations under the supervision of physicians and other specialists in required and elective practice areas of clinical specialization. Based on projected needs in rural states, the program will emphasize primary care. Graduates will be eligible to seek licensure to practice in one or more of the 50 states.

Online applications will be accepted through CASPA (Central Application Service for Physician Assistants).

### Note:

The ARC-PA has granted **Accreditation-Provisional** status to the **St. Ambrose University Physician Assistant Program**.

Accreditation-Provisional is an accreditation status. The status indicates that the plans and resource allocation for the proposed program appear to demonstrate the program's ability to meet the ARC-PA *Standards*, if fully implemented as planned.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

### Admissions Requirements:

#### Candidates for admissions must meet the following criteria:

- Earned bachelor's degree from a regionally accredited institution (in major of choice).
- Completion of on-line CASPA application including personal statement and references.
- Completion of all prerequisite classes with a grade of "C" or higher.
- Required course work graded Pass/Fail or credit obtained by CLEP examination or Advanced Placement (AP) will not be accepted.
- Minimum of 3.0 cumulative GPA on 4.0 scale.
- Graduate Record Exam (GRE) Scores (from within the past five calendar years) *Official* scores must be verified through CASPA by November 1.
- SAU Supplemental Application.
- 500 hours of health care experience with direct patient contact.
- Campus Interview.
- Test of English as a Foreign Language (TOEFL) – Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL). A passing score of 600 (written), 250 (computerized), or 100 (internet) is required to be eligible for admission to the program. Results should be sent directly from ETS to St. Ambrose University. The institutional code is 6617.
- Credential Evaluation–Applicants with coursework or a degree from a college or university outside the United States must submit an official evaluation from World Education Services ([www.wes.org](http://www.wes.org)).

### Prerequisite Classes

- 16 credit hours in biological sciences with labs covering general biology (4 hrs), human anatomy (4 hrs), human physiology (4 hrs) and microbiology (4 hrs). (Anatomy and physiology classes may be taken separately or together if part of a two course section. If transferring these credits, take both at same college or university).
- 15-16 credit hours in chemistry with labs to include general (inorganic) chemistry (8 hrs– 2 semester sequence), organic chemistry (4 hrs) and biochemistry (3-4 hrs) *Biochemistry lab recommended if available*.



- 3 credit hours in statistics or biostatistics. (Additional mathematics class may be needed as prerequisite for science and statistics).
- 9 credit hours in psychology to include general psychology (3 hrs), abnormal psychology (3 hrs) and either lifespan or developmental psychology (3 hrs).
- 6 credit hours in English composition to include an introductory course and additional writing course.
- Medical terminology (graded).

#### Other Recommended Courses

- Oral communication
- Biomedical ethics

#### Curriculum:

##### Year 1: Summer Course (8 weeks)

BIOL 550. Gross Anatomy, 5 credit hours  
5 credit hours total

##### Year 1: Fall Courses

MPAS 510. Advanced Physiology, 5 credit hours  
MPAS 520. Medical Pathology, 5 credit hours  
MPAS 530. Clinical Laboratory Science, 3 credit hours  
MPAS 600. Professional Practice Issues, 1 credit hour  
MPAS 620. Communication in Medicine I, 2 credit hours  
MPAS 630. Healthcare Systems, 2 credit hours  
18 credit hours total

##### Year 1: Spring Courses

MPAS 640. Medicine I, 8 credit hours  
MPAS 650. Pharmacotherapy I, 3 credit hours  
MPAS 660. Clinical Skills I, 2 credit hours  
MPAS 625. Communication in Medicine II, 1 credit hour  
MPAS 670. Issues in Research I, 3 credit hours  
17 credit hours total

##### Year 2: Summer Courses

MPAS 645. Medicine II, 11 credit hours  
MPAS 655. Pharmacotherapy II, 3 credit hours  
MPAS 680. Behavioral Medicine, 4 credit hours  
MPAS 665. Clinical Skills II, 1 credit hour  
MPAS 690. Medical Ethics, 2 credit hours  
MPAS 675. Issues in Research II, 1 credit hour  
22 credit hours total

##### Year 2: Fall Courses

MPAS 677. Research Application, 2 credit hours  
MPAS 700s Clinical Preceptorships, 12 credit hours  
14 credit hours total

##### Year 2: Spring Course

MPAS 700s Clinical Preceptorships, 16 credit hours  
16 credit hours total

##### Year 3: Summer Course

MPAS 700s Clinical Preceptorships, 16 credit hours  
16 credit hours total

##### Year 3: Fall Course

MPAS 700s Clinical Preceptorships, 16 credit hours  
16 credit hours total

#### Total credit hours: 124

*Note: We do not allow for advanced standing, regardless of previous graduate work in healthcare. All incoming students must complete the entire PA curriculum.*

#### Fees:

- MPAS – Year 1: \$80 – Typhon Software – Clinical Experience Tracking and Assessment
- MPAS – Year 2: \$50 – PACKRAT Exam Fee – Licensure Exam (PANCE) preparation

## Master of Public Health

### College of Health and Human Services

St. Ambrose University's Master of Public Health seeks to improve public health, promote individual well-being, and eliminate health inequities across communities in the region and around the world. Students will develop knowledge, skills and professional values to identify and pursue individualized goals in research and practice via collaborating with community partners to promote social justice and improve health access for all populations.

#### Graduates of the MPH program will:

- Use evidence-based decision making to propose novel solutions and policies for public health challenges.
- Utilize quantitative and qualitative data to address public health problems.
- Articulate public health policy and programs focused on increasing access for vulnerable and marginalized populations.
- Apply principles of cultural competence, ethical reasoning and human rights when interacting in organizational and community settings.
- Advocate for ethical and professional strategies in the management of public health programs and organizations.
- Demonstrate communication and collaboration in inter-professional community partnerships.

#### Accreditation

The St. Ambrose University Master of Public Health program has been developed following the criteria established by the Council on Education for Public Health (CEPH) and will submit an Initial Application Statement (IAS) to CEPH upon the arrival of the first student cohort in Fall 2018. The St. Ambrose MPH program anticipates graduating its first class in May 2020, and will be eligible to apply for full accreditation site visit in Fall 2020. Submitting the IAS when students are enrolled

demonstrates the University's strong focus on establishing a Master of Public Health program in accordance with the CEPH accreditation standards at the onset.

#### **Admissions Process:**

A complete application requires submission of the following:

- Official transcript showing completion of a bachelor's degree from an accredited college or university. Prospective students currently enrolled are asked to provide a list of remaining courses and timeline for earning an undergraduate degree.
- A one-page statement addressing how your personal or academic background and experiences will bring a unique perspective to the program and contribute to a diverse and inclusive student community.
- Three letters of reference from either academic (i.e. a professor) or professional (i.e. a supervisor) sources.
- Evidence of a cumulative GPA of 3.0 or higher.
- GRE scores. A GRE waiver can be provided on a case-by-case basis, and will be provided to applicants who hold a U.S. graduate degree.

#### **Curriculum**

Based on projected needs in the Midwestern region, the public health program will emphasize health equity, prioritizing increasing access to health services for underserved populations. Specifically, St. Ambrose students will build their skills in epidemiology, research and application of evidenced-based interventions to solve global/national/regional/state/community public health issues. The St. Ambrose University Master of Public Health program will be offered as a full-time 18-month online program as well as part-time 33-month graduate online program comprised of approximately 43 semester credit hours. A new class of up to 30 students will be accepted each year through a competitive application process and will begin studies in the fall. Students will be eligible to enroll after successfully completing specific undergraduate prerequisite classes and earning a bachelor's degree. Students will complete didactic online classes in subjects including epidemiology, biostatistics, qualitative research, behavioral/social/environmental health, ethics and social justice, health systems, policy and evidenced based practice/application. The full-time option will require students to take those classes and gain approximately 200 hours of applied practice experience, under the supervision of public health and other specialists in selected practice areas. Additionally, a dual degree program where a student can obtain both an MPH and MSW in three years is available. This highlights priorities related to strengthening the links between health and community/social systems and services.

#### **Full Time Program**

By enrolling full-time, you will earn your degree in 1.5 years.

#### **Year 1: Fall Courses**

MPH 510. Global Public Health Concepts and Practice (3 cr.)  
MPH 515. Health Promotion and Communication (3 cr.)  
MPH 516. Applied Practicum Experience (APE) and Integrated

Learning Experience (ILE) Planning (1 cr.)  
MPH 520. Epidemiology (3 cr.)  
MPH 540. Behavioral, Social, Environmental Health (3 cr.)

#### **Year 1: Spring Courses**

MPH 525. Biostatistics, Quantitative Research (3 cr.)  
MPH 620. Global Health Policy (3 cr.)  
MPH 530. Qualitative Research (3 cr.)  
MPH 630. Public Health Equity and Ethics (3 cr.)

#### **Year 1: Summer Courses**

MPH 610. Evidence-Based Practice in Public Health (3 cr.)  
MPH 670. Global Health Systems (3 cr.)

#### **Year 2: Fall Courses**

MPH 680. Management and Leadership in Public Health (3 cr.)  
MPH 690. Community Health Analysis and Promotion (3 cr.)  
MPH 695. Applied Practice Experience (APE) (3 cr.)  
MPH 700. Integrated Learning Experience (ILE) (3 cr.)

*Total Credit Hours: 43*

#### **Part-time Program**

By enrolling part-time, you can complete your MPH degree in three years.

#### **Year 1: Fall Courses**

MPH 510. Global Public Health Concepts and Practice (3 cr.)  
MPH 516. Applied Practicum Experience (APE) and Integrated Learning Experience (ILE) Planning (1 cr.)  
MPH 520. Epidemiology (3 cr.)

#### **Year 1: Spring Courses**

MPH 525. Biostatistics, Quantitative Research (3 cr.)  
MPH 530. Qualitative Research (3 cr.)

#### **Year 1: Summer Courses**

MPH 610. Evidenced-Based Practice in Public Health (3 cr.)

#### **Year 2: Fall Courses**

MPH 515. Health Promotion and Communication (3 cr.)  
MPH 540. Behavioral, Social, Environmental Health (3 cr.)

#### **Year 2: Spring Courses**

MPH 620. Global Health Policy (3 cr.)  
MPH 630. Public Health Equity and Ethics (3 cr.)

#### **Year 2: Summer Courses**

MPH 670. Global Health Systems (3 cr.)

#### **Year 3: Fall Courses**

MPH 680. Management and Leadership in Public Health Systems (3 cr.)  
MPH 690. Community Health Analysis and Promotion (3 cr.)

#### **Year 3: Spring Courses**

MPH 695. Applied Practicum Experience (3 cr.)  
MPH 700. Integrated Learning Experience (3 cr.)

**Total Credit Hours: 43**

## **Master of Science in Information Technology Management**

**College of Arts and Sciences**

The Master of Science in Information Technology Management (MSITM) program offers a blend of information systems theory and business management that provides the skills needed to successfully manage IT functions within a corporate environment.

Classes focus on information and technology management, including analysis, design, implementation, and management solutions. 27 credits in Computer and Information Science are complemented by 9 credits in Business and Organizational Leadership.

Information System courses are offered in an evening format meeting once or twice weekly with selected courses available on Saturday during the summer. Business and Organizational Leadership classes are in a variety of formats. Full-time traditional graduate students are also welcome and may complete the program in as few as three semesters and a summer, provided no prerequisites are needed and the student can attend classes full time.

### **Entrance Requirements**

1. Individuals with a Bachelor's degree in any field may apply for admission to the St. Ambrose MSITM program.
2. Official transcripts from each undergraduate and graduate school attended must be sent to the Graduate Admissions 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. A 6.5 on the IELTS test or 85 on the TOEFL iBT exam is required for international students.

Admission decisions will be made based on a thorough review of all application materials.

Applicants who do not meet the minimum standards for unconditional acceptance but who have an undergraduate GPA between 2.6 and 2.8 may submit a written appeal to the department in consideration for conditional acceptance.

In addition, a student accepted into the Master of Science in Information Technology Management degree program will be required to meet all prerequisites for each MSITM and MBA course before the particular course is attempted. MSITM coursework may require students develop and/or interpret programs written in a high-level programming language (Java is preferred). All undergraduate prerequisites must be completed with a grade of C or higher.

### **Transfer of Credit**

MSITM 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 MSITM. In no case will more than 9 transfer credits be applied to the requirements for the MSITM.

### **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 letters of recommendation that speak to the candidate's abilities and commitment to graduate level work. The candidate may also include any other materials they feel 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 an average GPA of 3.0 or higher in all graduate course work.
2. A maximum of two C's are allowed in graduate level courses including graduate level prerequisites.
3. A student who falls below an average GPA of 3.0 in graduate work will be considered on probation. The student must remove the probationary status within 9 credit hours of course work. If the probationary status is not removed, the student is dismissed from the program.
4. A student dismissed for academic reasons may reapply for admission after one calendar year and should follow the Admissions Appeal Procedure.
5. A course may be retaken only once in order to improve a grade and a maximum of three classes may be repeated for grade improvement purposes.
6. There is no residency requirement.
7. A student must complete the degree within a 5-year period.

### **Degree Requirements**

The requirements for the MSITM are divided into three components: computer core, business core, and electives. The minimum required graduate credit hours is 36, but most students take 39-42 credit hours. All courses listed below are 3 credit hours. While the MSITM program is management oriented, MSITM students are expected to be familiar with a high-level programming language (Java is preferred).

**Computer Core:** 15 credit hours required: CSCI 560, 570, 600, 640, 650.

**Business Core:** 9 credits required. Take one course from each skill area.

- **People Skills:** MBA 690, MOL 529, MOL 501, or MBA/MOL 621.
- **Organizational Skills:** MBA 730, MBA 731, MBA 785, MOL 515, MOL 625, or MOL 645.

- **Analytical Skills:** MBA 600, MBA 606, MBA 626, or MBA 670.

**Electives:** Complete 12 credit hours from the following: CSCI 515, 630, 660, 740, 780, and 790.

**Optional:** Recommended for those seeking career change or for enhancement of experience base, take CSCI 775.

## **Master of Science in Speech-Language Pathology**

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

The Master of Speech-Language Pathology program is a full-time two year graduate program (60 credit hours) that accepts students the fall of each academic year. The first year of the program students are concurrently involved in academic course work and clinical experiences. During the last two semesters of the program, students are enrolled in two, 12 week clinical internships. Students also take one online course while enrolled in their first internship and a second online course while enrolled in their second internship.

Applicants for the Master of Speech-Language Pathology program who have not completed an undergraduate degree in Communication Sciences and Disorders are required to take 6 undergraduate level prerequisite courses (see admission requirements). The undergraduate prerequisite courses are generally offered during summer sessions, with three classes being offered each summer. Classes then alternate every other summer and additional offerings may occur during the academic year. Students who are interested in applying for the Master of Speech-Language Pathology program should start the prerequisite courses no later than the summer following their junior year. All courses require permission of the MSLP program director for enrollment.

Upon completion of the academic course work and clinical practicum requirements, individuals applying for certification in speech-language pathology must complete a Speech-Language Pathology Clinical Fellowship (SLPCF) experience under the mentorship of an individual holding the American Speech-Language-Hearing Association (ASHA) certification. This experience must consist of the equivalent of 36 weeks of full-time clinical practice, with full-time defined as 35 hours per week. Applicants for certification in speech-language pathology must also successfully complete the Praxis examination in speech-language pathology that is administered by the Educational Testing Service (ETS). Applicants often take this exam during their last year of the program. For more information on the Praxis exam, please visit the following website: [www.asha.org/certification/praxis](http://www.asha.org/certification/praxis). In most states, a professional license is also required for practice. Additional courses might also be required by individual states in order to work as a speech-language pathologist in the schools.

For more information on state licensure requirements, please visit the following website: [www.asha.org/advocacy/state](http://www.asha.org/advocacy/state). St. Ambrose University's Master of Speech-Language Pathology program currently holds accreditation status. The terminal

degree for speech-language pathologists in the United States is a Master's Degree in Speech-Language Pathology from a graduate program that has received candidacy accreditation status or accreditation status.

If you have additional questions about the program's accreditation status, please contact the Accreditation Department at ASHA at [ACCREDITATION@ASHA.ORG](mailto:ACCREDITATION@ASHA.ORG) or 800-638-8255.

### **Mission Statement**

The mission of the program is to develop exceptional speech-language pathologists who are dedicated to positively impacting their communities through service, advocacy and scholarship.

### **Program Goals**

1. To provide opportunities that engender students with the basic concept of the inherent dignity of every person.
2. To foster a moral code of mutual respect, honesty, and integrity in students through academic experience, clinical practice, professional interactions, and scholarly endeavors.
3. To provide a program where faculty and clinical supervisors have the requisite knowledge and skills to provide quality instruction to graduate students.
4. To provide a graduate curriculum that is specifically designed to prepare students for entry into independent professional practice as a speech-language pathologist.
5. To provide opportunities for students to develop a greater understanding and awareness of human cultures, capabilities, and limitations.

### **Student Learner Outcomes**

1. Students will demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. Students will demonstrate ability to integrate information pertaining to normal and abnormal human development across the life span.
2. Students will demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences, and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates across the "big nine." The "big nine" includes: articulation, fluency, voice and resonance (including respiration), receptive and expressive language, hearing (including the impact on speech and language), swallowing (oral, pharyngeal and related functions including oral function for feeding, orofacial myology), cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning), social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities), and augmentative communication modalities.
3. Students will demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders,

including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders across the “big nine” (see student learning outcome number 2 for details).

4. Students will demonstrate knowledge of the principles and rules of the current ASHA code of ethics.
5. Students will demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.
6. Students will demonstrate knowledge of contemporary professional issues.
7. Students will demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.
8. Students will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.
9. Students will demonstrate evaluation skills across the “big nine” (see student learning outcome number 2 for details).
10. Students will demonstrate intervention skills across the “big nine” (see student learning outcome number 2 for details).
11. Students will demonstrate appropriate professional interaction.
12. Students will summarize the roles and responsibilities of other professionals who work for education and health care related fields.

#### **Admission Requirements**

1. An overall GPA of 2.85 or higher at time of application, as verified by CSDCAS, and at the time of enrollment in the program.
2. A GPA of 3.0 or higher in courses directly related to the study of communication sciences and disorders at time of application and at the time of enrollment.
3. A minimum of one course with a grade of ‘B’ or better in each of the following areas: biology, statistics, social sciences, and chemistry or physics. A grade of B- is not considered as meeting these admission requirements. A passing grade in a pass/fail graded course will not be considered as meeting this requirement.
4. Completion of the following prerequisite courses prior to enrollment in the SAU MSLP Program:
  - Phonetics
  - Articulation and Phonological Disorders
  - Neurology, Anatomy, and Physiology of the Speech and Hearing Mechanisms
  - Speech and Hearing Science
  - Language Development
  - Audiology and Aural Rehabilitation

*\* Note: Courses listed above do not need to be completed when you apply, but applicants must have a plan in place for completing them before fall enrollment in the program. If you have classes you are planning to take but have not currently taken, the CSDCAS application provides a section to indicate as such.*

5. Verification of the following prior to first day of classes:
  - Completed SAU Background Check;

- Current CPR certification;
- Completion of SAU Health Form (all students sections and requirements for health sciences student sections);
- Documentation of 25 observation hours with speech-language pathologists who had national certification at the time the observation hours were completed;
- Three letters of recommendation
- Official transcripts submitted through CSDCAS

#### **Application Procedure**

Applications are received through the Council of Academic Programs in Communication Sciences and Disorders Centralized Application Service for Clinical Education in Audiology and Speech Language Pathology (CSDCAS). The deadline for applications to St. Ambrose University’s MSLP program is February 1 for the next academic year. The Centralized Application Service provides a convenient and efficient process to apply to multiple schools using a single web-based application. The system provides a real-time status tool so applicants may check the status of their application, transcripts, and letters of reference online at any time. You can log onto a secure site (<https://portal.csdcas.org>) to fill out a common application which will be sent to each school that you apply to. Be aware that once an application has been submitted through CSDCAS, CSDCAS requires 4-6 weeks to verify transcripts. Be aware also that St. Ambrose University’s MSLP applications committee reviews only those applications which have been submitted, completed, and **verified** by CSDCAS by our Feb. 1 application deadline. Therefore, we encourage applicants to complete and submit their application prior to Jan. 1.

Please note additional requirements or application procedures may be added. Persons should check with the MSLP program for the most current information.

#### **Admissions Appeal Procedure**

Applicants to the SAU MSLP Program who have been denied acceptance into the program may appeal the decision to the SAU MSLP Appeals Committee. Applicants have two weeks from the decision date to inform the Program Director of his/her plan to appeal the admission decision. The Program Director and applicant will arrange a time to meet face-to-face or via the phone to discuss the decision within one week of the Program Director being informed of the person’s plan to appeal. The applicant will then have one week following that conversation to submit a letter and, if necessary, supporting documentation to support reasons why the denial should be overturned. The MSLP Admissions Appeal Committee will review the original application and additional materials, and will then have two weeks to inform the applicant of the appeal committee’s decision. The MSLP Admissions Appeal Committee consists of two MSLP faculty members and an SAU faculty member from another department or program.

#### **Transfer Credits and Clinic Hours**

Students accepted into the SAU MSLP program for graduate study as a transfer from an accredited Speech-Language

Pathology program at another institution of higher education will have their transcripts reviewed to determine which speech-language pathology courses are transferable. No more than 3 credits of undergraduate and/or graduate level coursework in the area of speech-language pathology will be allowed to transfer. If the graduate transfer student obtained clock hours for clinical practicum, those clock hours will be accepted toward the requirements for certification as long as they were obtained while attending an accredited institution of higher education and under the requirements set forth by the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

### **Retention Policy**

MSLP students are required to maintain a GPA of 3.0 (B) grade point average or above each semester they are enrolled in the program, as well as a cumulative GPA of 3.0. At any point in the process of completing the program when a student falls below a 3.0 grade point average, he/she is placed on academic probation and has one semester to bring their GPA in the program to 3.0. Failure to do so may result in dismissal from the program.

### **Degree Requirements**

1. A minimum of 75 semester credit hours completed in a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology.
2. A minimum of 57 graduate semester credit hours completed in a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology.
3. Completion of a graduate research project.
4. Completion of a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact. 325 of the 400 clock hours must be completed during graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Be aware that students seeking licensure in Iowa are required to have a minimum of 400 clock hours of supervised clinical experience, which does not include observation hours.
5. Completed application for graduation filed with the Office of the Registrar one semester before the completion of the program requirements.
6. Completed Knowledge and Skills Acquisition (KASA) form.
7. Graduate GPA of 3.0 or higher on a 4.0 scale.
8. Completion of program of study.
9. If you borrowed federal student loans at any time during your graduate program, federal regulations require students to complete loan exit counseling before they receive their diploma. Exit counseling can be done online at [www.studentloans.gov](http://www.studentloans.gov).

## **Master of Social Work**

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

The Master of Social Work (MSW) program began instruction in August 1997. The MSW Program is situated in the School of Social Work. It is the mission of the School of Social Work to prepare competent and ethical social work professionals who enrich lives and advocate a just society. Consistent with the purposes of social work and Catholic Social Teaching, the School seeks to advance the well-being of people, to promote social and economic justice and to protect human rights. Emphasizing client system empowerment, the School prepares graduates to practice competently, ethically and with critical understanding of diversity, human behavior and social contexts. Students acquire a comprehensive knowledge base, practice skills, and ethical standards for professional social work practice. These competencies enable graduates to provide resources and opportunities for people to live with dignity and freedom in their transactions with each other and social institutions, locally, nationally and globally.

To accommodate all students, the program offers full-time, part-time hybrid, and advanced standing programs, as well as an accelerated BA to MSW track and a dual degree MSW MBA.

### **Accreditation**

The MSW program is nationally accredited by the Council on Social Work Education.

### **Admission Procedures**

The admissions process includes application to the University and application to the MSW program. To apply to the program, students should submit the following directly to the School of Social Work:

1. Complete the Application for Admission to Graduate Studies online at [www.sau.edu/apply](http://www.sau.edu/apply). Submit Supplemental Application Information for the MSW Program and official transcripts to the School of Social Work, 518 West Locust Street, Davenport, IA 52803 or by email to [msw@sau.edu](mailto:msw@sau.edu).
2. Attach your personal statement of educational and career goals as indicated on the social work application and submit to School of Social Work.
3. Submit three (3) references directly to School of Social Work. Use the reference forms provided. References should be employers or instructors who are in a position to judge your potential for social work practice and graduate study. It is your responsibility to see that references submit completed forms.

Application forms and a program description may be obtained by visiting the School of Social Work's website at [www.sau.edu/MSW](http://www.sau.edu/MSW). Your application cannot be acted upon until all application materials are received. 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)—May 15; Part-time hybrid (fall)—August 1; Advanced standing

(summer)—May 15; Advanced standing (spring)—December 1. To be eligible for departmental scholarships, fellowships and graduate assistantships, students must be accepted into the program prior to April 1.

In addition to meeting the eligibility criteria of St. Ambrose Graduate Studies, the MSW program requires:

A Bachelor's degree from a regionally accredited college or university with evidence of a liberal arts foundation to include the following minimum credit hours:

- social and behavioral sciences (18 hours)
- humanities (9 hours)

The Admissions Committee will review the applicant's transcript to determine whether or not the liberal arts requirement is satisfied.

The following list of liberal arts distribution areas will be used to determine where a course belongs:

- **The social and behavioral sciences include:** Anthropology, biomedical history, communications, economics, environmental studies, geography, history, international studies, political science, psychology, social work, sociology, urban planning, women's studies, all ethnic studies courses.
- **Humanities include:** Architecture, art, art history, classics, comparative literature, dance, drama, English, landscape architecture, linguistics, music, philosophy, religious studies, speech communication, all foreign languages and literature.

Additional requirements include:

- Demonstrated potential for graduate studies by maintaining a 3.0 or better undergraduate grade point average.
- Preferably previous experience in the field of human services as an employee, student, or volunteer.
- Evidence of interest, ability, and potential for professional social work practice on an advanced level as demonstrated by three 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.

### **MSW Program Grading Policy**

Each course instructor is responsible for establishing and notifying students of the guidelines required to complete course work. The School of Social Work has set the following criteria

of letter grading for admissions and eligibility for the Social Work Honor Society: A, A-, B+, B, B-, C+, C, and F.

Other grading assignments (P/NP, I, W, and IP) and policies (auditing, quality-points, "Resident Credit," withdrawal from the University, policy on academic dishonesty, statement on satisfactory progress, retaking a course (second grade option), are outlined in this catalog and the student handbook.

### **Student Retention Policy**

The School of Social Work requires students to maintain a cumulative GPA of 3.0 (on a 4.0 scale) in their professional curriculum. Students not maintaining this level will have an academic review by the full time faculty members. Policies and procedures for this review are located in the School of Social Work Graduate Handbook. Failure to maintain a cumulative GPA of 3.0 following a probationary semester will result in the student being dismissed from the program. 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 options for persons seeking Master of Social Work degrees: standard full-time, advanced standing, and part-time programs. In addition, an accelerated BA to MSW program, and a MSW MBA dual degree are options within these paradigms. All three delivery structures have the same standards and require both classroom study and practicum experience, working under supervision in a social work agency or setting. The MSW program recognizes that a student may be unable to carry out the program as scheduled. Students who make changes in the course sequence should anticipate adding one or more semesters to their original schedules. Any changes should be carefully planned with the student's academic advisor and permission sought from the Director.

Both full-time and part-time students follow the same sequence of courses. Students are expected to be able to arrange time during regular business hours for 16 hours per week to carry out practicum requirement in a social service agency or setting.

### **Standard Full-Time Program**

This program calls for two academic years of study (18 months, exclusive of summers) and completion of 60 credit hours. Students ordinarily spend two consecutive days per week on campus taking classroom courses and 16 hours per 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 accounts for 14 academic credit hours, and classroom experience accounts for 46 academic credit hours of the MSW degree. Usually, practicum placements can be developed for students in agencies in the region in which they live or work. Practicum placements are 16 clock hours per week.

### **Part-Time Hybrid Program**

St. Ambrose University has a part-time hybrid program, making it possible for the highly motivated student to obtain the

MSW degree on a part-time basis over three years, including summer sessions. Some students find that a four-year schedule is necessary due to personal responsibilities but the MSW program encourages students to complete in the three year time frame. Students must fulfill all degree requirements within four years from date of initial enrollment.

The basic part-time hybrid program is delivered on Saturdays, during which students take two classroom courses (6 credits) in the fall and spring semesters and two courses on Saturdays in the summer sessions. Practicum placement requirements take place concurrently with the required social work theory and practice courses in the second and third fall and spring semesters (9 credits).

### **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. Full-time students admitted to advanced standing credit ordinarily begin in a six-week summer session scheduled especially for them. During this special summer session students, will register for 9 credit hours in foundation courses in Human Behavior II, MSW 620, Research II, MSW 720, and Social Policy II, MSW 820. Other arrangements can be made for advanced standing part-time students, integrating their schedules with those of the part-time schedule.

### **BA to MSW track**

The BA/MSW degree track allows students from four majors: Sociology, Theology, Psychology and Women and Gender Studies to achieve a BA and an MSW in 5 years. The junior and senior year of the undergraduate major will overlap with what has traditionally been the first year of the MSW program. All requirements of the undergraduate major will be met, as well as General Education requirements. Up to 30 credits of the MSW will count toward the undergraduate degree. Students will complete the full MSW Program, and will have an

accelerated BA integrated with the beginning of the MSW coursework.

### **Admission:**

Students will apply to the School of Social Work early in Spring semester of the Sophomore year. These students will be highly motivated from the Undergraduate majors and likely would have identified interest in the BA to MSW track early. The same admissions processes will apply to these students as do to the traditional track MSW students, but the GPA will be based on the cumulative GPA at St. Ambrose rather than the last 60 credit hour GPA.

### **MSW-MBA**

This 3-year, dual degree would increase a MSW graduate's ability to function in the workplace with the knowledge necessary to lead an agency to deliver quality services. In the increasingly complex job market, to have this skill set gives graduates a competitive edge when entering the workforce. This MSW MBA articulates an intentional path for social workers with administrative aspirations. Essentially, the curriculum entails one year of MSW coursework, one year of MBA coursework, and then the final year of MSW coursework. Students meet the degree requirements for both degrees, with a few course substitutions. These substitutions are: MSW 610 for MBA 621, MSW 710 for MBA elective, MSW 620 for MBA elective, and MSW 720 for an MBA elective.

*Admissions.* Students will need to apply to the programs separately and meet the criteria for admission for both programs. The typical path would be to apply to the MSW program first, and the MBA program quickly thereafter.

### **Post-MSW School Social Work Preparation**

The 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 of coursework.

### **Transfer of Credits**

Students from other accredited graduate schools of social work may receive recognition of up to 30 credit hours, provided the courses were completed not more than five years prior to the date of application. Students must complete the 30 hours of the concentration year at St. Ambrose.

No credits, other than those from an accredited graduate school of social work, will be transferred from other institutions. Graduate credits earned within five years at St. Ambrose may be applied as elective credits toward the MSW degree provided those credits were not applied to another degree. Not more than 9 elective credits can be earned and those must be reviewed by MSW faculty for appropriateness to social work education.



No academic credit for life experience and previous work experience will be given, in whole or in part, in lieu of field practicum or of courses in the professional foundation areas specified in CSWE curriculum policy statement.

### **Generalist Foundation Curriculum**

In the foundation year of the program, students will prepare in the classroom and in their field settings for generalist practice. Generalist practice provides the basic helping strategies and competencies which underlie social work practice at its beginning level of competency. Additionally, as will be true throughout the program, the foundation year stresses practice with diverse groups in diverse communities. Diversity in clients includes but is not limited to groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, political orientation, religion, physical or mental ability, age, national origin, and level of social and emotional functioning.

### **Generalist Foundation Courses**

MSW 510: Generalist Practice I  
MSW 520: Generalist Practice II  
MSW 591: Field Instruction I  
MSW 592: Field Instruction II  
MSW 610: Human Behavior Theories  
MSW 710: Social Work Research Design  
MSW 810: Social Welfare Policy  
MSW 820: Social Policy Analysis

### **Empowerment Concentration Curriculum**

The concentration year stresses a number of change strategies which include, but are not limited to: case management, mediation, solution-focused approaches, use of community resources, psychotherapy and play therapy, systems approaches, organizational and community change strategies, and advocacy and networking. This range of change strategies taught in the required and elective classes in the specialization year, as well as the specialized field placements, will provide a series of practice competencies which have applicability to a wide range of social service settings in both urban and rural communities.

### **Empowerment Concentration Core Courses**

MSW 525: Practice Skills Lab  
MSW 530: Empowerment Practice I  
MSW 540: Empowerment Practice II  
MSW 593: Field Instruction III  
MSW 594: Field Instruction IV  
MSW 603: Field Seminar III: Social Work Ethics  
MSW 604: Field Seminar IV: Ethical Decision-Making  
MSW 620: Diversity and Social Systems  
MSW 720: Social Work Program Evaluation

### **Empowerment Concentration Electives**

The student chooses twelve (12) semester units of empowerment concentration electives from the options offered in the MSW program during the year. The choice of electives should be consistent with the ultimate goal the student may have for his/her professional career. With advisor and director

consent, other electives from an accredited MSW program within the past five years may be used.

### **Empowerment Concentration Elective Courses**

MSW 550: Empowerment Social Work in Mental Health  
MSW 560: Empowerment Social Work in Child Welfare  
MSW 570: Couple and Family Therapy  
MSW 580: Empowerment Social Work in Aging  
MSW 590: Advanced Group Work  
MSW 595: Field Externship  
MSW 830: Supervision  
MSW 840: Exceptional Child for Social Workers: Cross Categorical Special Education Methods  
MSW 850: Empowerment Social Work in School Settings  
MSW 860: Economic and Social Justice  
MSW 870: Management in Human Services  
MSW 910: Mental Health Policies and Practices in India and in the United States  
MSW 920: Empowerment Social Work with Substance Using Disorders  
MSW 930: International Social Work and Social Welfare  
MSW 940: Feminist Social Work  
MSW 950: Empowerment Social Work in Healthcare  
MSW 960: Collaborative Practice with Clients in Difficult Situations  
MSW 970: Spirituality and Social Work  
MSW 980: Trauma Informed Child Welfare Practice  
MSW 990: Special Topics

### **Field Education**

Field practice is a central component in each student's professional education. Field work 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. Students benefit from an extensive network of over 400 public and voluntary agencies and organizations in Iowa and Illinois for their field work education. These include social action agencies, public schools, community mental health settings, medical clinics and hospitals, child welfare settings, family service agencies, criminal justice settings, substance abuse settings, aging services, agencies serving persons with mental retardation, planning and coordinating councils, and other community-based settings.

Students are placed in a field work setting only during the years in which they are taking complementary research and practice courses. Students in the two-year program are assigned for sixteen hours per week in different placements each academic year. Students in the Advanced Standing Program are assigned to field work during their one year in full-time residence. Part-time students complete field work requirements in sixteen hours per week during the fall and spring terms of their second and third years of study.

## Graduate Courses

### Accounting

#### **MAC 601. Advanced Financial Accounting Theory and Emerging Issues • 3 credits**

Study of financial accounting theories such as efficient market hypotheses and equity theories and their treatment. Includes the study of FASB, the Emerging Issues Task Force, SEC, AICPA PCAOB and the standard setting process. Prerequisites: ACCT 300, 301, 302, or equivalent.

#### **MAC 602. Accounting Issues Seminar • 3 credits**

This course focuses on theoretical and practical issues and controversies in accounting. This course will provide the means for students to bring together previous course material learned in a meaningful manner and to relate this material to real world issues. Prerequisites: ACCT 300, 301, 302, or equivalent.

#### **MAC 603. Advanced Managerial Accounting Theory • 3 credits**

Contemporary managerial accounting models and applications including activity based costing, kaizen costing, target costing, quality costs, JIT, decentralization, and investment decisions. Also discussed are skills required for a career as a controller, including accounting and budgeting for management control and performance and evaluation issues.

#### **MAC 604. VITA Seminar • 3 credits**

This course provides a practical application of the federal income tax principles studies in ACCT 305 while providing a needed service to the Quad City community. Students participate in the Volunteer Income Tax Assistance (VITA) program at off-campus VITA sites to prepare tax returns for low- to moderate-income taxpayers. Students will also study advanced individual income tax topics in the classroom. Prerequisites: ACCT 305.

#### **MAC 606. Advanced Tax Topics • 3 credits**

A study of advanced income tax regulations as they relate to the corporation, partnership, pass through entities as well as trusts and estates. The course will integrate the various components of tax planning and policy in business decisions. The course covers the ever changing tax regulations. Emphasis will include resolving tax issues, understanding the administrative rules and regulations and integrating them into business and personal tax planning. Prerequisites: ACCT 300, 301, 302, 305.

#### **MAC 607. Research/Cases in Taxation • 3 credits**

Applied research for solving complex accounting and tax issues using professional accounting and tax research methods. The course is designed for those who are familiar with the fundamentals of federal taxation. Prerequisites: ACCT 301, 302, 305, 306.

#### **MAC 610. Advanced Financial Accounting Topics • 3 credits**

An in-depth analysis of advanced, specialized accounting issues. Topics include consolidations, Securities and Exchange Commission (SEC) reporting requirements and governmental/Non-Profit accounting. Prerequisites: ACCT 301, 302.

#### **MAC 614. Financial Statement Analysis and Valuation • 3 credits**

Learn advanced tools to analyze and use information in corporate financial statements. Increase the ability to analyze and detect earnings management. Emphasize the role of accounting information in earnings-based and free cash flows-based valuation. Through this course, the student should increase knowledge of financial analysis; use proper standards and analysis and prepare prospective financial statements; increase communication skills; learn the importance of being objective, to use judgment and assess risk, and to consider stakeholders when preparing prospective financial statements; and increase knowledge of spreadsheet programs. Prerequisites: ACCT 301, 302 or equivalent.

#### **MAC 615. Advanced Auditing • 3 credits**

A critical study of the public accounting profession, structure, and problems. Topics covered include legal liability, regulation, fraud, ethics, reporting requirements, and current developments. A variety of cases are used to help students understand responsibilities and problems. Prerequisites: ACCT 304.

#### **MAC 616. Government and Nonprofit Accounting • 3 credits**

Study of accounting and financial reporting for state and local governments; public and private colleges; private and non-profit hospitals, and other nonprofit organizations. Prerequisites: ACCT 201, 202.

#### **MAC 617. Law for Accountants • 3 credits**

The primary objective of this course is to help you prepare for the law section of the CPA exam. In order to succeed, accountants must know how to operate in the legal environment of business. Accordingly, this course will provide a high level understanding of legal issues that you may face during your career. Our goal is not to impart technical legal skills but to enhance the judgment which you will bring to your responsibilities as a professional. Prerequisites: ACCT 301, 302.

#### **MAC 618. International Accounting • 3 credits**

Study of accounting concepts and related issues at the international level. Concepts include global harmonization of accounting standards, rules-based versus principles-based accounting systems, accounting for multinational exchange listings, accounting for transactions of multinational corporations along with discussion of accounting issues faced by multinationals. Prerequisites: ACCT 301, 302.

#### **MAC 620. Seminar in Graduate Accounting Topics • 1–3 credits**

Advanced study of specific accounting topics, issues or themes. Topics specified when the course is offered. Students may repeat course if it is on a separate topic not previously studied for

credit. Examples of topics include: financial derivatives, taxation of closely held businesses, environmental law, Sarbanes-Oxley and accounting ethics. Prerequisites: minimum of ACCT 301 and ACCT 302.

**MAC 622. Forensic Accounting • 3 credits**

Examine the methods of fraud prevention and detection including the types and costs of financial fraud and the use of controls to prevent fraud. The methods of detecting financial statement fraud will be at the core of class discussions. Course covers the mandates of SAS 99. Prerequisites: ACCT 301, 302 and 303.

**MAC 625. Graduate Accounting Internship • 1–3 credits**

Work under the supervision of an accounting professional. A research project related to this work experience is required. Pass/No Pass course. Prerequisites: Instructor consent.

## **Business Administration**

**MBA 503. Quantitative Studies for Graduate Business Students • 3 credits**

Provides the mathematical skills required for the quantitative courses in the MBA program. Topics include: Real Number Properties; solution of linear equations, solution of quadratic equations; computation of slope and computation of equations of straight lines; Set theory concepts; concepts of probability; basic terminology of statistics; properties of the normal distribution; and calculation of derivatives.

**MBA 600. Data Analysis and Decision Making • 3 credits**

Provides skills necessary to conduct serious quantitative research for their companies. Learn standard statistical measures along with the ethical and unethical implications of these measures. Topics include, but are not limited to, standard descriptive statistics, discrete and continuous probability distributions, confidence interval estimates, hypothesis testing, Analysis of variance, regression analysis, and non-parametric statistics. Topics presented in the form of case studies, giving the student practical hands-on experience in the understanding and use of the topics.

**MBA 606. Accounting for Managers • 3 credits**

Contemporary managerial accounting theory and applications necessary for a manager to be successful in business or government. Includes topics such as overhead analysis, activity-based costing, contribution analysis, and developing trends.

**MBA 615. Ethical and Social Responsibility of Business • 3 credits**

Basic concepts of ethics as typically referred to in western civilization and a testing of the basic hypotheses of the concepts. Through formal lecturing, case studies, dialogue, and sometimes guest lecturers, working premises, assumptions and principles regarding business ethics are analyzed.

**MBA 621. Human Behavior in Organizations • 3 credits**

Study of the organization (for profit and non-profit) as a complex system: line and staff functions, administration/leadership styles, motivation and group dynamics—and impact of each on the achievement of organization goals. Special emphasis on organizational communication.

**MBA 626. Managerial Economics • 3 credits**

Application of economic principles to management decision-making: decision theory, demand theory/sales forecasting, linear programming, production and costs, pricing and capital budgeting.

**MBA 670. Operations Management • 3 credits**

Quantitative techniques and the systems approach applied to understanding and improving the operations of both manufacturing and service organizations. Techniques from quality, learning, forecasting, process design, scheduling, waiting lines, inventory and MRP are utilized. Underlying principles such as tradeoff analysis, Pareto, process control, and optimization of resource usage are emphasized throughout. Understand how organizations achieve results and identify opportunities to improve their operation. Prerequisites: MBA 600.

**MBA 675. Financial Management • 3 credits**

Analysis of business financial management: sources and uses of funds, raising funds from internal versus external sources, long-term versus short-term funding decisions, the cost of capital, alternate uses of capital, using leverage, security in borrowing/lending, dividends versus retained earnings, and use of the financial market. Prerequisites: MBA 606.

**MBA 680. Marketing Management • 3 credits**

Marketing is the managerial process by which firms create value for their customers through the exchange of products and services. How can the marketing manager 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 (LTPS) • 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: 2-3 hours of pre-work assignments prior to the seminar. Course may be taken any time during the program. LTPS is offered at the sites on a rotating basis.

**MBA 691. Dialogical Skills • 3 credits**

To provide interpersonal communication skill building for typical management and leadership scenarios in order to facilitate gaining agreement on mutually beneficial solutions.

**MBA 715. Special 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 using games, simulations, role-plays, videotaping of group meetings, and on-the-job performance for a customer. Course completion graded on pass/fail basis. Prerequisites: 2-3 hours of pre-work assignments prior to the course.

**MBA 730. International Management • 3 credits**

Understand of the new international environment in which American business must operate. Examine 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**

Understand the vocabulary and properties of culture within the rubric of comparative management theory. In addition to understanding how culture shapes society, investigate the tension between traditional values and modernization, the role of moral norms, and the relationship between culture and economy. 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**

Economic issues significantly influence political decisions and vice versa, thus it is no longer possible to arbitrarily separate one area of study from the other. 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. Contrast American forms of industrialization, social welfare, and economic activity with Europe and Asia.

**MBA 733. International Strategy • 3 credits**

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. Address the important considerations in making international market entry decisions including where and how to enter. Address the types of strategies and organizational structures needed to manage international business organizations. Understand and appreciate the complexities and challenges of multinational business management.

**MBA 741. Fundraising and Resource Development • 3 credits**

Focuses 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 762. Training and Development • 3 credits**

A research-based examination of training and development programs emphasizing societal, legal and organization factors affecting relationships among training, careers and organizational development management. Prerequisites: MBA 785 or permission of MBA Director.

**MBA 772. 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. Cover the role and scope of marketing research in marketing management through case analysis and in-class projects. A market research report is required. Prerequisites: MBA 680 or permission of MBA Director.

**MBA 773. Advanced 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. Focus on the business unit and its network of channels, customer relationships and alliances. Develop knowledge and skills in applying advanced marketing frameworks, concepts, and methods for making strategic choices in marketing at the business level. Format varies by instructor. The course entails a considerable amount of independent work. Prerequisites: MBA 680 or permission of the MBA Director.

**MBA 774. Consumer Behavior • 3 credits**

Broaden and deepen the understanding of external and internal influences on consumer behavior. Includes investigation of individual and organizational processes and the psychological influences that affect consumer acquisition, use and disposal of products and services. Illuminate how marketers can utilize consumer behavior principles to more effectively design marketing strategies, and conversely, how knowledge of these influences can help individual and organizational buyers make rational and useful buying decisions. Prerequisites: MBA 680 or permission of the MBA Director.

**MBA 775. Marketing Case Analysis • 3 credits**

A case-driven course specifically focusing on the analysis of marketing cases which 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, critique other presentations, and take part in a major group case analysis and presentation. Prerequisites: MBA 680 or permission of the MBA Director.

**MBA 776. Advertising • 3 credits**

Broad survey of advertising as part of mass media communications. The discipline of advertising will be covered as an integral part of the marketing mix employed in marketing management and decision-making. Demonstrate critical analyses

of contemporary advertising with writing skills consistent with those of an MBA student in marketing. Prerequisites: MBA 680 or permission of the MBA Director.

**MBA 785. Human Resource Management • 3 credits**

Focus on strategic use of human resources. Topics may include equal employment opportunity laws, job analysis, human resource planning, recruitment and selection, performance appraisal, training and development, compensation and benefits, and labor/management relations.

**MBA 800. Strategic Management • 3 credits**

An introduction of the core concepts of strategy related to both corporate and business strategy and the role of top management in the development and implementation of strategies. This course is about formulating and implementing business strategies, bringing together and building on concepts learned in prior courses. Demonstrate how strategic management draws on the concepts of functional areas and conversely how the functional areas support strategy implementation. Prerequisites: All previous MBA coursework. Take this course in one of the two last sessions. Exceptions may be approved by the MBA Director.

## Computer Science

**CSCI 515. Computer and Network Security • 3 credits**

Presents the basic concepts and techniques for securing a computer system and information systems in a network environment. Topics include site security, security management, intrusion detection/protection, integrity management, and event recovery. Prerequisites: CSCI 270 or equivalent.

**CSCI 560. Data Management • 3 credits**

Identifies the need for and the steps to achieve a comprehensive enterprise data strategy. Understand techniques for managing abundant information and controlling costs of information processing in decision making contexts.

**CSCI 570. Advanced Computer Networks and Data Communications • 3 credits**

Extends understanding of network topics such as network protocols, topologies, frame relay, ATM, virtual networks, WAN, encryption, and other current topics. Prerequisites: CSCI 270 or equivalent.

**CSCI 600. Systems Analysis in the Enterprise • 3 credits**

Explores the different phases involved in developing an information system: Planning, Analysis, Design, and Implementation. These phases are examined through the Object Oriented paradigm using the Unified Modeling Language (UML). Students complete the Planning, Analysis, and Design phases of a semester long project.

**CSCI 630. Information Assurance • 3 credits**

Study issues related to managing 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 Information Technology Management • 3 credits**

Explores legal, ethical, and social implications of computing from the perspective of the information technology manager. Examines ethical theory in the context of computing and ethical codes for computing professionals, with emphasis on organizational leadership and management. Examines current law and court precedents as they pertain to digital creations as intellectual property, software contracts, employer/employee relationships, data security and control, privacy, e-discovery, safety-critical software, and transnational issues.

**CSCI 650. Project Management and Control • 3 credits**

Addresses the business and control aspects of managing projects. Examines how to accurately estimate a project's scope, schedule, budget, and staffing needs. Project control is also 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 infrastructures required to support automated business process is addressed.

**CSCI 740. Management of Information Technology • 3 credits**

Addresses management issues surrounding information and telecommunications systems. Presents the ingredients of management knowledge needed to successfully manage information technology. Information technology is viewed from the perspective of managers at several levels, from the CIO to the first line manager. Provides frameworks and management principles that current or aspiring managers can use to cope with the challenges inherent in the implementation of rapidly advancing technology.

**CSCI 775. Professional Internship • 1 credit**

Supervised professional work experience to provide practical experience in the IT field. May be repeated as needed but credits earned may not be used to replace either a core course or an elective. Prerequisites: Instructor consent.

**CSCI 780. Special Topics in Information Technology • 3 credits**

Presents special topics from the information technology fields that are not covered in the regular curriculum. May be repeated with different topics.

**CSCI 790. Research • 3 credits**

Individual, student-guided research project. May be repeated for a total of 6 credits. Pass/Fail. Prerequisites: Instructor

permission.

## **Criminal Justice**

### **MCJ 500. Criminological Theory • 3 credits**

Theories of crime causation, participation, treatment, intervention, and prevention strategies. Topics include prominent theories in the study of crime, the use of official and unofficial statistics in assessing crime in US society, inter-play of theory, and social policy/program implementation.

### **MCJ 501. Independent Study • 1–3 credits**

Specialized readings and applied research in criminal justice. Prerequisites: Instructor consent.

### **MCJ 503. Workshop • 3 credits**

Topics and activities designed to offer practical skill development opportunities useful to criminal justice practitioners. May be repeated to a maximum of 3 credits if topics differ.

### **MCJ 507. Seminar in Criminal Justice • 3 credits**

Focus on preparing for MCJ comprehensive exams through guided review and integration of statistics, methods, theory, and practice. Students take these exams in class. Enroll in this class during the final semester prior to graduation. Prerequisites: MCJ 530, 531, 550. Pass/Fail only.

### **MCJ 510. Crime Policy Analysis • 3 credits**

Examination of criminological theory with analysis and evaluation of the consequences for crime policy, as a guide to professional practice.

### **MCJ 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. Explore the scientific method, hypothesis testing, descriptive and inferential statistics, sampling, experimental and quasi-experimental, and survey designs.

### **MCJ 531. Advanced Criminal Justice Research Methods • 3 credits**

Explore the practice of research within the social sciences, specifically as it applies to the field of criminal justice. Create a research design and instrument in order to provide a practical application of the foundations of good research.

### **MCJ 550. Applications of Criminal Justice Writing • 3 credits**

Practice academic and professional writing and prepare for writing at the graduate level. Students learn APA formatting conventions for use in the social sciences, plus the expectations for professional writing. At the end of the course, students will write at the graduate student level, as determined by the instructor and in collaboration with the Department of Sociology and Criminal Justice.

### **MCJ 620. Administration of Justice • 3 credits**

Examination of criminological theory with analysis and evaluation of the consequences for crime policy, as a guide to professional practice. A survey course that critically examines organizations and agencies that comprise the U.S. criminal justice system. Introduction of the classic and fundamental readings and research in the administration of justice.

### **MCJ 640. Justice Planning and Leadership • 3 credits**

A leadership development seminar focusing on the nature and sources of conflict within and between criminal justice and human service agencies. Identify and address organizational problems through an action-research model. Examine the systems approach to planned organizational change from the perspective of applied behavioral science.

### **MCJ 670. Seminar in Juvenile Justice • 3 credits**

A comprehensive look at juvenile crime as well as intervention and prevention strategies aimed at dealing with the youthful offender. Research conducted in this area is emphasized.

### **MCJ 671. Seminar in Law Enforcement • 3 credits**

An overview of policing styles, emphasizing community policing. Examine current research as it relates to the functions of policing as well as historical developments and trends.

### **MCJ 672. Seminar in Corrections • 3 credits**

Examine the theories and philosophies related to institutional and community corrections. Discuss with emphasis research related to historical developments and trends.

### **MCJ 700. Practicum • 3 credits**

Observation and applied action-research on a management problem in a criminal justice related organization. In Progress grade option available. Prerequisites: open to MCJ candidates only; director approval.

### **MCJ 702. Final Paper • 3 credits**

Academic presentation and oral defense of student thesis. Prerequisites: MCJ 550.

## **Early Childhood Education**

### **ECE 601. History and Philosophy of Early Childhood Education and Contemporary Issues in Early Childhood Education • 3 credits**

Understand the historical and philosophical basis for current practices in the field. Topics include, but are not limited to, a consideration of the relationship between theorists in early education and intellectual movements; historical perspectives on current issues in early childhood education; and analysis of current problems and trends in the field of early childhood education.

### **ECE 607. Classroom Inquiry • 3 credits**

Develop the ability to systematically reflect on practice, seek feedback from colleagues, and make changes in classroom

practice. Identify a research question and plan for research implementation. Methods for reviewing literature will be shared.

**ECE 610. Professional Development and Leadership in Early Childhood Education • 2 credits**

Develop leadership strategies and skills such as supervising classroom practice, mentoring new and experienced teachers, evaluating and selecting curricula and assessments, developing criteria for performance standards, and planning appropriate staff development for schools and centers that serve children with and without special needs, ages birth to eight years in age. Attention given to dynamics of cross-cultural communication and role of gender in educational administration.

**ECE 614. The Project Approach • 1 credit**

This approach allows teachers to provide children with motivational experiences and opportunities for first-hand investigation. Topics include the phases of project implementation, the relationship of Project Approach to diverse learners, and learning standards.

**ECE 617. Teaming • 3 credits**

Presents theory, research in collaborative, interdisciplinary, and transdisciplinary teaming for regular and special education professionals. Identify best practices in teaming. Explore legal aspects of service design, results for children, effects on families, and useful attitudes and skills for teaming.

**ECE 621. Dimensions of Cognitive Development and Learning • 3 credits**

Focuses on environmental and instructional strategies that influence cognitive and intellectual development, including variations in play across cultures and between children with and without disabilities. Investigates the relationship of play to learning and creativity in children ages birth to eight. Explore that topic using theory and research.

**ECE 623. Dimensions of Language and Literacy Development • 3 credits**

Focus on research and theory of oral and written language acquisition and the role of family, culture, and environment in language and literacy learning. Emphasis given to the social implications of oral and written language.

**ECE 626. Math and Science in the Early Childhood Classroom • 3 credits**

Explore theory and research regarding the development of math competencies in children ages birth to eight. Focus on areas of mathematical competency and processes that support children's mathematical learning. Consider problems and issues in contemporary programs.

**ECE 630. Families, Society and Schools • 3 credits**

Explore theory and research regarding family diversity within the context of contemporary society. Examine links between children's academic and social success and institutions with the goal of guiding teachers' informed decisions in today's society.

**ECE 641. Teaching Culturally and Linguistically Diverse Learners • 3 credits**

Explore theory and practice related to integrating culturally and linguistically diverse learners into early education settings. Develop awareness of cultural and structural barriers to inclusive practice as well as strategies to provide best practices for teaching in culturally and linguistically diverse classrooms.

**ECE 650. Assessment and Technology in Early Childhood Education • 3 credits**

Explores research, theories, and issues related to assessment of young children, including studying young children in their natural setting. Deepen understanding of the relationship between observation, assessment, and instruction.

## **Education Administration**

**EDAD 500. Introduction to Educational Leadership • 1 credit**

Explore the pre-conceived notions of the work of school leaders. Through this examination, develop concepts of leadership – as specifically related to schools – along with an individual vision of how the role of leaders shape school success. The impact of school culture and its assessment will be a major focus of exploration.

**EDAD 510. Visioning and School Administration • 2 credits**

Explore the principles of behavior in educational organizations; the elements related to school reform and leadership activities that facilitate the development of a school culture that embraces change; and school reforms that result in high quality schools and a professional learning community resulting in improved student achievement. These principles include the concept of leadership, the change process, current issues in education, and developing a shared vision and mission, the study of principles of transformational leadership, and collaborative decision-making skills.

**EDAD 520. Legal and Ethical Foundations of Educational Leadership • 3 credits**

Develop a broad knowledge of legal considerations with specific attention to constitutional, statutory, and judicial provisions as a basis for the legal operation of educational systems. Examine the rights of all stakeholders and ethical responsibilities of school leaders – especially related to diversity issues – and link them to the administrative roles and responsibilities with boards, other school personnel, students, and other audiences.

**EDAD 530. Educational Research • 3 credits**

Use both quantitative and qualitative data including action research with a focus on using data for school improvement and educational program planning and evaluation. Complete a literature review; explore research problems and questions; investigate research design, data collection and analysis issues; and evaluate research studies. Create a proposed improvement plan that could be applied at his/her current school.

**EDAD 540. Leadership in Curriculum I • 3 credits**

Explore a systematic study of the history, theory, and practice of curriculum development in American education. Understand administrative approaches to the design and delivery of elementary and secondary school curricula aligned with organizing for learning, cognition, diversity and learning theories, school goals, and student assessments and reporting of progress.

**EDAD 550. Current Issues Addressing Students with Special Needs • 3 credits**

Explore monitoring and supervisory practices and procedures related to delivery of programs for individuals with special needs. Through a literature review, analyze effective program characteristics and review legal precedent strengthened through class discussion. That process will help comprehension of the current issues, trends and developments (inclusion, IEP procedures, teacher attitudes, teacher preparation and effective instructional practices) addressing programs for students with special needs.

**EDAD 560. Leadership in Curriculum II • 3 credits**

An in-depth study of administrative approaches to the design and delivery of elementary and secondary school curriculum. Complete a "Strengths, Weaknesses, Opportunities, Threats" (SWOT) campus analysis and identify instructional strategies and curriculum practices aligned with professional development. Develop curriculum guides and curriculum mapping aligned with national standards and benchmarks.

**EDAD 570. Personnel Administration and Professional Development • 3 credits**

Explore the concepts and practices of recruitment, selection, professional development, and effectively using school staff to promote improved student learning for all. Topics include evaluation of school personnel; legal aspects of hiring, retention, and dismissal; evaluation systems for professional and classified staff; and professional development models supporting lifelong learning and reflective practice.

**EDAD 580. Sustaining the Professional Learning Community • 3 credits**

Examine the school and its environment by exploring strategies to sustain its mission, vision, values, and goals as a professional learning community. Select effective communication practices for developing and maintaining multiple opportunities for involvement with internal and external audiences.

**EDAD 590. Elementary/Secondary School Principalship • 3 credits**

An instructional leadership focus for exploring the SREB building-level leadership and the critical success factors aligned with management concepts including: curriculum and organizational structure; theory and practice of scheduling; financial management; roles and responsibilities of governance; communication and public relations skills; home/parental involvement and relationships; project and crisis management; technology integration; school climate and culture; attendance

and discipline in contemporary school settings; and effective support programs which honor diversity.

**EDAD 610. Supervision of Instruction and the Learning Environment • 3 credits**

Explore theory, models, and the application of instructional leadership, supervision, and evaluation of instruction with a focus on effective classroom instructional practices that reflect current principles of learning. Practice supervisory techniques to support educators in improving the teaching and learning process by demonstrating skills in observational data collection, data analysis, collaboration, certified staff evaluation, and conferencing skills. Evaluator Training certification approval will be determined separately from the overall course grade.

**EDAD 611. Supervised Internship Field Experience I • 2 credits**

Required capstone experience. The first segment, Field Experience I, is a year-long internship, which requires 400 logged hours. Work in his/her own building with district administrators with the option of up to 100 hours of logged experience linked to program courses completed prior to enrolling in Field Experience I.

**EDAD 612. Masters Project Comprehensive Portfolio Presentation • 2 credits**

Melds theory and practice through an action research project linked to campus-based improvement. Use skills explored in program classes to identify, select, and implement a campus-based strategy focused on improved student learning. Take on a leadership role similar to that of campus administrator while leading key stakeholders in the selection, implementation, and evaluation of the selected strategy.

**EDAD 613. Supervised Field Experience II • 2 credits**

Continuation of Supervised Internship Field Experience I. Complete no less than 100 hours of internship at the PreK-6 grade level; no less than 100 hours of internship at the 7-12 grade levels; and no less than 100 hours of internship activities involving supervision of special education. The remaining 100 hours of internship experience will be determined collaboratively with the LSACEL internship supervisor, candidate, and campus supervisor/mentor, based on candidate experiences and needs. The activities comprising the field experience for each intern may vary depending upon the intern's competencies, dispositions, and opportunities to become socialized into the administrative role. A log of these activities will be submitted to the LSACEL internship supervisors at the conclusion of the semester and an RLF self-evaluation will be required each week.

## Education

**EDUC 501. ESL Practicum • 4 credits**

Internship. Design and implement lessons for students whose first language is not English under the supervision of a cooperating teaching and faculty member. Prerequisites:



Completion of all other coursework for the ESL Endorsement.

**EDUC 502. Foundations of ESL/Bilingual Education • 3 credits**

An introduction to the historical, philosophical, political, social, and educational issues that have contributed to public policy regarding services for language minority students. Discuss historical trends and legal issues related to bilingual education in the United States. Focus comprehensively on the theoretical foundations of English as a second language and effective instructional practices for English Language Learners in our schools. Prerequisites: EDUC 205, 207; Admission to TEP; or English Department approval.

**EDUC 511. Assessment & Testing in ESL • 3 credits**

Through readings in the text and on website, examine in-depth the major categories of language assessment: 1) survey varying approaches to evaluating language sub-skills (such as speaking, listening, reading, and writing); 2) distinguish between tests designed for language proficiency from those designed to detect learning programs; 3) investigate models of language assessment; 4) examine standardized tests and their appropriate application, distinguishing between those that assess knowledge of language structure from those that evaluate communicative skill; and 5) critique research in the area of testing in a second language.

**EDUC 552. Diagnostic and Prescriptive Techniques for Teaching Reading • 3 credits**

Focus on corrective techniques appropriate for less severe reading disabilities; write diagnostic and progress reports; conduct parent interviews; and design prescriptions for teaching, tutoring, and evaluating children in clinical settings. Lecture and Laboratory. Fulfill all EDUC 452 requirements, complete a daily reflection form, and transcript six interactions with their student.

**EDUC 553. Advanced Reading Clinic • 4 credits**

Develop abilities to diagnose and correct reading problems in a clinical setting. 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. Prerequisites: EDUC 452 or 552.

**EDUC 555. Middle School Psychology • 3 credits**

Examines growth and development of middle school age child with particular emphasis on emotional, physical, and mental characteristics and needs of middle school children. Examine role of teacher in assessment, coordination, and referral of students to health and social services.

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

Assess adolescent reading and study skills in various content areas. Learn the methods and materials used in teaching developmental reading and study skills in junior high through senior high school content courses.

**EDUC 559. K-12 Content Area Reading • 4 credits**

Focus on methods and strategies designed to maximize K-12 student's content area learning using literacy strategies which enhance learning by improving students' abilities to read, write, study, and think critically in the language of the content area. Incorporates technology and requires a project to reinforce strategies learned. Prerequisites: EDUC 452 or EDUC 552.

**EDUC 560. Designing Reading Instructional 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. Design a framework suitable for reading instructional programs based on current research. Pre/Co-requisites: EDUC 453 or EDUC 553.

**EDUC 561. The Middle School • 3 credits**

Coursework includes middle school philosophy, curriculum design, developmentally appropriate instructional methods including but not limited to interdisciplinary teaming and content area reading instruction.

**EDUC 567. Methods of Teaching the Catholic Faith: (K-12) • 2-3 credits**

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. Optional: complete a practicum experience in teaching the Catholic faith at a selected grade level. For students wanting to teach in Catholic schools. Prerequisites: EDUC 205 or 207; 284.

**EDUC 569. Child and Adolescent Literature • 3 credits**

Evaluate quality literature written for and read by children and young adolescents. Discover methods of choosing books related to promoting reading as an enjoyable and meaningful activity and develop competence in presenting literature to children and adolescents (including oral interpretation of literature and creative dramatics). Graduate students complete young adult module. Prerequisites: EDUC-205 or 207; 284.

**EDUC 590/390. STEM Foundations and Methods • 3 credits**

Limited to candidates for elementary or middle school teaching licensure or certification in mathematics and science. Topics include the nature and goals of STEM disciplines; integrating the content and context of STEM; interdisciplinary approaches to teaching curriculum and standards mapping; information literacy skills in STEM; process of science and scientific inquiry; mathematical problem solving models; and instructional strategies for the inclusive classroom. Complete a 10-hour field experience in a mathematics, science, engineering, or technology classroom. EDUC 590 will take the course asynchronously online.

**EDUC 590 Prerequisites:** Valid Iowa teaching license.

**EDUC 390 Prerequisites:** Completion of at least one course from each of the following: Science - BIOL 101, CHEM 103 or NSCI 105; Mathematics - MATH 171, EDMATH 210, 211, or

CSCI 140; Engineering & Technology - ENGR 105; Junior Standing.

**EDUC 591/490. Community Partnerships and STEM Education • 3 credits**

Limited to candidates for elementary or middle school teaching licensure or certification in mathematics and science. Capstone course to earn the K - 8 STEM endorsement. Topics include: promoting learning through purposeful, authentic, real world connections; engaging with subject-matter experts in STEM experience in and out of the classroom; assessing integrative learning approaches; communicating with a variety of audiences; discussing the role of classroom management in project-based classrooms; engaging in computational thinking; and using mathematics and technological modeling. Complete a 30-hour field experience in a STEM program. EDUC 591 students will take the course asynchronously online.

591 students will take the course asynchronously online.

**EDUC 591 Prerequisites:** EDUC 590.

**EDUC 490 Prerequisites:** EDUC 390; Senior Standing.

**EDUC 610. Special Topics in Education • 1-4 credits**

Provide in-depth instruction to develop teachers' abilities and dispositions to improve the practice of education for classroom purposes, school improvement, and maximizing the roles of the teacher in interaction with the world around them. Specific areas of importance and focus include writing instruction, mathematics instruction, assessment of student achievement and school programs, assessment of student learning and educational programs, and teacher leadership and other curricular areas for highly effective schools in the 21<sup>st</sup> Century. Create professional development experiences for teachers to apply in class and then use in local districts and schools.

## **Kinesiology**

**KIN 509. Exercise Pharmacology • 3 credits**

This course will provide students with the skills to understand basic pharmacology principles, with emphasis on drugs and supplements that are frequently used by the physically active population and those seeking to be physically fit. Students will also learn how commonly used drugs, supplements, and micro and macronutrients, can affect exercise performance in their patients and athletes. Practical guidelines are offered to enable the student to monitor and circumvent adverse reactions to drug therapies. Prerequisites: Admission into MS in Exercise Physiology Program or permission of the instructor.

**KIN 510. Biomechanics • 3 credits**

This course will qualitatively and quantitatively investigate the biomechanical aspects of human movement, performance, and injury including kinematics, kinetics, and tissue loading. Computational methods of kinematics and kinetics will be used for 2D motion and 3D motion research methods will be introduced. Previously published research articles will be examined to understand biomechanic methods and measurements. Prerequisites: PHYS 203 or 251, with a

minimum grade of C; Admission into MS in Exercise Physiology Program or permission of the instructor.

**KIN 512. Sports Nutrition • 3 credits**

This course is designed to help students learn about nutrition and its role on physical activity and athletic performance. Students will learn about the macro- and micronutrients, digestion, energy sources, hydration, weight management, eating disorders, and what to do with all this information in regards to athletic performance. By the completion of this course, students should be able to design a nutrition plan for an athlete, whether that person is a triathlete, a power lifter, a body builder, or a recreational athlete. Prerequisites: Admission into MS in Exercise Physiology Program or permission of the instructor.

**KIN 560. Special Topics in Exercise Physiology • 3 credits**

This course will investigate chosen aspects of human movement and physiology as it pertains to general health, performance, and injury/disease. Previously published research articles will be examined to understand how theories in the topic area have developed and to introduce students to research methods used within the topic area. Prerequisites: Admission into MS in Exercise Physiology Program or permission of the instructor.

**KIN 600. Research Methods • 3 credits**

This course is designed to provide students with a broad introduction to research in the field of Exercise Science and Human Performance. Students will participate in the research process and gain an understanding of the skills necessary to conduct original research. An emphasis on developing an original research project will be the primary goal of this class. Prerequisites: Admission into MS in Exercise Physiology Program or permission of the instructor.

**KIN 602. Statistics for Exercise Science • 3 credits**

This course will focus on basic methods of data analysis and interpretation of common data set found in exercise science. Emphasis will be put on the formulation of questions, hypothesis testing, choosing appropriate statistical techniques, drawing appropriate conclusions from analyses, and communicating program commonly used for statistical analyses. Prerequisites: Admission into MS in Exercise Physiology Program or permission of the instructor.

**KIN 608. Exercise Biochemistry • 3 credits**

This course will provide students with the skills to understand basic biochemistry and how it relates to metabolism and exercise. Students will learn how biochemistry is involved in neural and muscular processes of movement. Additionally, assessment of biochemical measurement in exercise will be discussed. Prerequisites: Admission into MS in Exercise Physiology Program or permission of the instructor.

**KIN 610. Seminar in Exercise Science • 2 credits**

This seminar is a series of lectures about how research and innovation contribute to the field of exercise science and health. Focus will be placed on evidence-based practice and both researchers and clinicians will present on given topics to

understand how each role works together to incorporate scientific and technological advances to improve lifespan, quality of life, performance, and health. Prerequisites: Admission into MS in Exercise Physiology Program or permission of the instructor.

**KIN 615. Advanced Exercise Physiology • 3 credits**

This course is designed to provide the student with an in depth understanding of 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. Prerequisites: Admission into MS in Exercise Physiology Program or permission of the instructor. Prerequisites/Corequisites: MPAS 510.

**KIN 620. Independent Research • 1-4 credits**

Students will participate in the data collection, data analysis, and dissemination of data. Depending upon the scope and depth of the project, students can elect to take 1-4 credit hours of research. Prerequisites: KIN 600, 602; Admission into MS in Exercise Physiology Program or permission of the instructor.

**KIN 650. Comprehensive Exam • 4 credits**

Students will prepare themselves in reviewing content discussed in previously taken courses and will organize research literature to be able to establish scientific theory and discussion within kinesiology. Students will be given a written and oral examination to establish ability to draw conclusions from research and ability to organize appropriate methods for future research. This includes ability to establish familiarity with common research techniques and statistics used. Prerequisites: KIN 600, 602.

**KIN 660. Master's Thesis • 4 credits**

Students will propose a research project and then participate in the data collection, data analysis, and completion of a manuscript and professional poster presentation of the pre-planned research project. Prerequisites: Admission into MS in Exercise Physiology Program or permission of the instructor.

## Organizational Leadership

**MOL 501. Leadership Theory • 3 credits**

Survey contemporary theories of leadership. Analyze and critically compare and contrast leadership theories for the purpose of identifying their relative strengths and weaknesses as practical leadership models and approaches. Course emphasizes connecting leadership theories and practices to leadership situations related to student experiences. This course should be the first class taken.

**MOL 515. Decision Making • 3 credits**

Examine how leaders and organizations make decisions. Through readings and case studies, develop an understanding of organizational processes of decision making in addition to a leader's personal decision-making ability. Examine critical

thinking skills as they pertain to decision making.

**MOL 529. Conflict Management • 3 credits**

Uncover the theoretical understanding of the conflict process, types of conflict, conflict management styles and behaviors, distinction between distributive and integrative conflict resolution attempts, and types of intervention. Demonstrate understanding by constructing a personal case study of a significant work-related conflict. Each week explore a different aspect of the conflict situation that connects to the theoretical material under consideration.

**MOL 540. Leadership Communication • 3 credits**

Focus on communication issues confronted in organizations. Examine theories and models of communication and the skills necessary for a leader to effectively communicate within the organization. Explore internal communication issues, strategies for effective communication, and the use of and issues surrounding new communication technologies. Prerequisites: MOL 501.

**MOL 557. Building Effective Teams • 3 credits**

Explore the theory and practice of group and team development. Gain a basic understanding of team development within organizations and how and when to develop high-performance teams. Special emphasis is on developing the knowledge, skills, and abilities to facilitate groups and teams. Make a connection between team building, communication, and leadership.

**MOL 621. Human Behavior in Organizations • 3 credits**

Study the organization (for profit and non-profit) as a complex system: line and staff functions, administration/leadership styles, motivation and group dynamics, and the impact each makes on achieving 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. Prerequisites: MOL 501.

**MOL 635. Servant Leadership • 3 credits**

An interdisciplinary approach to the theories, principles, behaviors, skills, tools, and leadership qualities needed to become a servant leader.

**MOL 645. International Issues in Leadership • 3 credits**

Explore how leadership and management vary across cultures and national boundaries. What are the leadership concepts and practices which must change as we cross these boundaries? Examine how concepts and theories of organizational leadership are conceived and practiced in three major geographic/cultural regions of the world: the United States and Canada; Europe (basically the expanded European Union); and East Asia (China, Japan and South Korea). Course conducted in a discussion seminar format.

**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, and organizing and managing political and charitable organizations. Examines community service as an essential part of successful leadership.

**MOL 691. Dialogical Skills • 3 credits**

Provide interpersonal communication skill building for typical management and leadership scenarios in order to facilitate gaining agreement on mutually beneficial solutions.  
Prerequisites: MOL 540.

**MOL 701. Strategic Leadership • 3 credits**

Review the traditional organizational process and then examines the organization from a strategic perspective. Learn how to apply a variety of tools and techniques for decision-making and develop strategic approaches to management decisions. Encourages strategic thinking about organizations in increasingly diverse environments. Prerequisites: MOL 501.

**MOL 710. Ethics and Leadership • 3 credits**

Examine ethical decision making as it relates to leadership. Examine theoretical and practical applications of ethical principles as they relate to the organizational environment.  
Prerequisites: MOL 501.

**MOL 715. Leadership Work Action • 3 credits**

Put into practice the leadership knowledge and skills mastered during MOL studies. Research, study, plan, recommend, and lead/execute a change project at their place of work. The class meets eight times over 16 weeks, generally four, consecutive weekly meetings and then four meetings spread out over the rest of the semester. Prerequisites: MOL 501; 24 credits from MOL.

**MOL 716. Leadership Research Paper • 3 credits**

Along with the MOL 715, this course functions as a capstone experience. Consolidate the grasp over abstract and theoretical material previously learned through a formal academic paper that addresses a contemporary issue in leadership studies. The class meets eight times over 16 weeks. Prerequisites: MOL 501; 30 credits from MOL.

**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. Please check with Director.  
Prerequisites: MOL 501.

**MOL 792. Special Topics • 3 credits**

Deals with specific topics not covered in regular course offerings. Course content to be agreed upon between student and the Program Director. Prerequisites: MOL 501 or instructor

permission.

**Pastoral Theology****MPTH 499. Introduction to Scripture • 0 credit**

Acquaints students with the basic ways of approaching theological study with particular emphasis paid to theological method and its application to various theological disciplines.

**MPTH 500. Readings in Pastoral Theology • 1-2 credits**

Working with an MPTh instructor, the student selects a particular theological theme or topic and a selection of primary/secondary readings. Typically, the student will meet with the instructor regularly and communicate as needed through Blackboard.

**MPTH 501. Old Testament: Torah and Prophets • 2 credits**

An introduction to the basic content of the Old Testament with an emphasis on what the texts were meant to communicate in their original contexts. Attention paid to specific theological issues, noting the diversity of what the OT has to say about God and humanity. Cover texts from the Torah, and the former and latter prophets. Discuss the roll of the Old Testament as Christian Scripture and address issues of preaching on Old Testament texts.

**MPTH 502. Old Testament: The Writings • 1 credit**

Explore the “Writings” of the Old Testament and poetic texts such as the Psalms. Explore in-depth issues raised during the Second Temple period, especially the problem of evil as expressed in wisdom texts such as Job, Proverbs, Ecclesiastes, and Sirach. Explore Jewish narratives, such as Daniel, Esther, Judith, Tobit, and Ruth.

**MPTH 503. New Testament Letters • 1 credit**

Introduces the epistolary discourse in the New Testament, with 1) a focus on Paul, the communities to which he writes, and the theology and rhetoric of his letters; 2) the theology and context of the Deutero-Pauline letters and the Pastoral letters; and 3) exploration of the “Catholic” Letters.

**MPTH 506. The Johannine Literature • 1 credit**

Explore the unique voice offered by John in the New Testament canon. Examine the specific theological argument made by this author, and analyze the place of Johannine Christianity within the diversity of Christianities in the first and second century, especially as traced into the Johannine Epistles.

**MPTH 507. Synoptic Gospels • 2 credits**

Introduces the background from which the synoptic gospels emerged and the specific shape each evangelist gives to his narrative about Jesus. Special emphasis is on how each presents a unique picture of Jesus. This information will equip students to be effective and reflective readers, interpreters, and preachers.

**MPTH 521. Introduction to Liturgy • 1-2 credits**

Introduction to the communal prayer of the Church and the historical development of liturgical practices. Topics addressed include: the concept of communal prayer, sign and symbol, the liturgical year, and liturgical roles, vesture and furnishings.

**MPTH 523. Liturgy and Spiritual Theology • 1-2 credits**

This course focuses on two areas of Christian prayer. The first traces a history of the development of Christian prayer as it has evolved and been formed by Church tradition. The second area centers on the theology of Christian prayer from the experience of discursive, through contemplative and culminating in the Christian mystical tradition.

**MPTH 527. Sacramental Theology I • 3 credits**

Traces the theological, historical, pastoral and practical development of adult and infant initiation in the Church, along with the sacraments of healing. Topics include: Baptism for infants, the RCIA, Confirmation, Reconciliation, and Anointing of the Sick. Special attention given to the ministry of the permanent deacon in the sacramental life of the church.

**MPTH 529. Sacramental Theology II • 2 credits**

Examine the sacraments of healing and vocation: Reconciliation, Anointing of the Sick, Orders, and Matrimony. Special attention given to the ministry of the permanent deacon in the sacramental life of the church.

**MPTH 531. Moral Theology I • 2 credits**

Introduction of the basic principles of Catholic moral theology, including ethical theories and topics concerned with individual moral development such as the virtues, character, conscience, moral decision making, and the use of scripture in the Catholic moral tradition. Discuss issues in human sexuality in reflection upon official Catholic teaching and current theological discussion. A pastoral approach will be emphasized. Prerequisites: MPTH 499.

**MPTH 533. Moral Theology II • 2 credits**

Surveys Catholic thought on social and biomedical ethics. Discuss Catholic teaching on social justice principles and documents and examine some key national and global issues. Receive an overview of the Catholic tradition regarding medical ethics and health care along with basic principles. Examine official Catholic teaching and current theological discussion on topics including beginning of life and end of life issues, genetics, and the health care system in the U.S. A pastoral approach to these issues will be emphasized.

**MPTH 541. Systematics I • 2 credits**

This course introduces students to the principles, systems and language of theology based on a Christian anthropology. Emphasis is given to the foundational elements of Christian belief: faith and the response to faith, the existence of God, the believing community, and the teaching office of the Church. Attention is also given to developing skills for theological research and the sources used in that endeavor.

**MPTH 542. Church History: Early and Medieval • 2 credits**

An overview of the development of historical theology from the beginning of the Christian Church through the time of the Renaissance. Particular themes include the relationship of the Church to its roots in Judaism and to the diverse cultures in which it has developed. Read primary source documents along with secondary sources so as to analyze the complex interplay of social, religious, political and economic factors at work during this time period. Works of representative theologians will provide particular insights to the Church's fidelity to its mission within a changing world.

**MPTH 543. Systematics II • 2 credits**

Introduction of the fundamentals of the church's teaching about the person and work of Jesus Christ, the Trinity, and the Holy Spirit. The course focuses on the development of faith and doctrine through the writings of the Church Fathers, the spiritual and liturgical life of the Christian community, and the early Councils of the Church. Recommended prerequisites: MPTH 541.

**MPTH 544. Church History: Reformation to Modern • 2 credits**

Study historical theology and related events, persons and ideas of the Church and society from the Renaissance period through the present. Key topics include the Protestant and Catholic Reformations, the Second Vatican Council, and the development of the Catholic Church in the United States. Read both primary and secondary sources so as to analyze the complex interplay of social, religious, political and economic factors at work during this time. Each student is expected to be open to dialogue and to engage in critical assessments of the material via class discussion and formal writing.

**MPTH 547. Systematics III • 2 credits**

Continue addressing the fundamentals of theology with particular emphasis on key areas not covered in individual courses: Eschatology, Mariology, Communion of Saints and contemporary issues. Special attention given to ecumenical dialogue. Recommended prerequisites: MPTH 543.

**MPTH 549. Ecclesiology & Vatican II • 2 credits**

Familiarize the student with the basic teachings of the Second Vatican Council as contained in its documents. The course provides a basic introduction to the history and development of council teachings and the factors that helped to shape the work of Vatican II, with particular emphasis on a theology of church and ministry. Prerequisites: MPTH 541.

**MPTH 556. Introduction to Pastoral Care I and II • 2 credits**

Examine the theological foundations of pastoral theology, care and counseling. Pastoral care and counseling are viewed as theological tasks rooted in the Christian tradition and an important activity of the church and its ministries.

**MPTH 557. Catechesis • 1 credit**

Introduces students to the General Directory for Catechesis. The class briefly considers the historical teaching office of the Church. Attention is also given to the theories that inform the

practice of teaching in the Church today including: Evangelization, R.C.I.A., sacramental preparation, catechesis for children and youth, and adult faith formation. Discuss practical solutions to several problems encountered by catechists in the parish setting today. Recommended prerequisites: MPTH 541 and MPTH 543.

**MPTH 558. Introduction to the Ministry of the Permanent Deacon • 1 credit**

An overview for deacon candidates and families to the ministry of the permanent deacon. The course includes the development of the role of the deacon in church life, an introduction to the principles of the reinstatement of the diaconate in the Second Vatican Council and a presentation on the spiritual, theological and ministerial life of permanent deacons in the church today. Emphasis is placed on the role of the families of deacons in ministry and the distinctive vocation of deacons, particularly as expressed in the writings of the United States Bishops.

**MPTH 560. Canon Law for Ministry • 2 credits**

An introduction to the Code of Canon Law in preparation for ministry in the Church. Topics include the structure and history of canon law, general norms, sacramental law, diocesan and parish structures, marriage law, and the rights and obligations of the Christian faithful. Includes a discussion of diaconal faculties in the diocese.

**MPTH 561. Homiletics • 1 credit**

Covers theoretical aspects of liturgical preaching including the definition of the homily, the place of the homily in liturgical celebration, methods of preparation and sources for material.

**MPTH 563. Liturgical Practica I, II • 2 credits**

Acquaint the permanent deacon candidate with the basic skills and a level of comfort needed to perform liturgical ministry in different circumstances. This formation includes use of liturgical books, planning and executing liturgies, liturgical norms and guidelines for the diocese and use of vessels and vesture. Specific ritual actions addressed include: liturgical proclamation, assisting at Eucharist, baptism, R.C.I.A., marriage, wakes, and funeral services. Prerequisites: MPTH 521.

**MPTH 569. Pastoral Skills Workshop • 1-2 credits**

This is an advanced workshop course that prepares ministers for several specific pastoral skills needed in Christian ministry, such as prayer, counseling, ministry to the sick, sacramental preparation, leadership training, religious education, and others. Prerequisites: At least 18 credits of MPTH coursework.

**MPTH 591-598 – 1 credit each; total of 8 credits**

Over a two- to four-year period, students enroll in eight workshops listed below. The courses are designed for those desiring specialized knowledge and skills in youth ministry. Completion of all 8 courses leads to certification for Youth Ministry within the Catholic Church. Individual workshops may be taken by others who need certain skills but do not need the

certification. They are part of a certification program under the auspices of the US Catholic Bishops.

- **MPTH 591.** Practices of Youth Ministry
- **MPTH 592.** Principles of Youth Ministry
- **MPTH 593.** Fostering the Faith Growth of Youth through Evangelization and Catechesis
- **MPTH 594.** Fostering the Faith Growth of Youth through Justice and Service
- **MPTH 595.** Fostering the Faith Growth of Youth through Prayer and Worship
- **MPTH 596.** Foundations for Ministry Leadership
- **MPTH 597.** Skills for Christian Leadership
- **MPTH 598.** Fostering Faith Growth of Youth through Pastoral Care

**MPTH 610. Integration Paper • 1-2 credits**

Demonstrates the student's ability to integrate ideas from courses in various theological disciplines with one another as well as with the student's own ministry. The topic is selected in dialogue with a faculty member who will serve as director for the paper. Prerequisites: Last semester of the student's program.

## Physician Assistant

**BIOL 550. Human Gross Anatomy • 5 credits**

Intense, eight-week, advanced course in the study of the human body involving cadaver dissection. Use a regional-based approach emphasizing the relationships of anatomical structures. Apply knowledge of anatomy to clinical practice. Some discussion of embryonic development and how it relates to adult anatomy will occur. Introduction to cross-sectional anatomy and radiology as it pertains to medical imaging. Lecture and laboratory. Prerequisites: Admission to Master of Physician Assistant Studies (MPAS) program or instructor permission.

**MPAS 510. Advanced Physiology • 5 credits**

Covers at an advanced level the fundamental principles of physiology: cell physiology, neurophysiology, musculoskeletal system physiology, renal physiology, respiratory physiology, gastrointestinal physiology, endocrinology, and reproductive physiology.

**MPAS 520. Medical Pathology • 5 credits**

Examine the underlying biochemical, cellular, and physiological changes which occur in human disease. Emphasis placed on the most common conditions. This course integrates general pathology and laboratory medicine to prepare the student for the clinical medicine course. Prerequisites: Enrolled in Physician Assistant Program.

**MPAS 530. Clinical Laboratory Science • 3 credits**

An overview of commonly ordered laboratory tests, accurate application of the tests, and interpretation of the data. Proper laboratory technique for selected tests will also be covered along with quality control measures. Additionally, evaluation and correlation of laboratory data used in the diagnosis and treatment of common infectious disease states will be covered.

**MPAS 600. Professional Practice Issues • 1 credit**

An introduction to the physician assistant profession. Gain an understanding of professionalism and the role of the physician assistant. Learn the profession's history, organizations, the credentialing and certification process, and an introduction to the health care system.

**MPAS 620. Communication in Medicine I • 2 credits**

Provides the skills necessary to become proficient in communication – including verbal communication, non-verbal communication, and medical writing skills. Communication is a core component in the practice of medicine. Good communication between patient and provider improves patient outcomes. To effectively build communication skills, the course addresses the basic fundamentals and integration of these skills into the clinical curriculum.

**MPAS 625. Communication in Medicine II • 1 credit**

Continuation of Communication in Medicine I. Improve competency in the areas of verbal communication, non-verbal communication, and medical writing skills. Patient education and counseling skills will be presented. There will be significant emphasis placed on communication necessary for interdisciplinary care. Skills learned in this course integrate into the clinical curriculum, thereby allowing familiarity with medical communication.

**MPAS 630. Healthcare Systems • 2 credits**

Overview of the major types of healthcare systems along with clinical management practices. Review coding and reimbursement as well as quality assurance and risk management. Access to care, socioeconomic, and legal issues will be covered.

**MPAS 640. Medicine I • 8 credits**

Introduction to the process of clinical decision making by using critical reasoning skills to diagnose and treat illness and disease. Focus on the most commonly diagnosed medical problems. Course includes Problem Based Learning sessions in small group format for two hours each week. Emphasis on strategies for disease prevention and promotion throughout the lifespan. This course lays the foundation for Medicine II which is offered in the Summer Semester.

**MPAS 645. Medicine II • 11 credits**

Continuation of Medicine I and prepares students for the clinical phase of their education. Lays the foundation for life-long process of self-education in medicine. Focuses on etiology, pathology, clinical course and manifestations, diagnosis, treatment, patient education, epidemiology, and preventive aspects of diseases and disorders encountered in the practice of medicine. Course follows a systems-based approach. In addition, a section will cover EKG interpretation.

**MPAS 650. Pharmacotherapy I • 3 credits**

Provides basic pharmacologic information focusing on pharmacokinetics and pharmacodynamics of various classes of

drugs. Emphasis given to the judicious use of drugs in physician assistant practice. This course lays the foundation for the Pharmacology II course.

**MPAS 655. Pharmacotherapy II • 2 credits**

Builds upon material presented in Pharmacology I and emphasizes Pharmacotherapeutic practice. Examine commonly prescribed drugs with the focus on appropriate drug selection based on individual patients, common adverse reactions, and drug interactions. Study the cost and efficacy of drugs. Prescribing for special patient populations will be addressed to include pregnancy, lactation, pediatrics, and geriatrics.

**MPAS 660. Clinical Skills I • 2 credits**

Instruction in the fundamental clinical skills necessary for patient care. Primary focus is on learning to perform a complete physical examination. In addition, the student will learn critical reasoning skills necessary to integrate pertinent physical exam findings with differential diagnoses.

**MPAS 665. Clinical Skills II • 1 credit**

A continuation of Clinical Skills I. Introduction to more complex technical skills including suturing, casting, splinting, IVs/injections, gowning, gloving, and a general orientation to the operating room. Learn proper sterile technique. Students introduced to common minor procedures. In addition, Basic Life Support, Advanced Life Support, and Pediatric Life Support classes will be part of this course so as to certify the student prior to clinical rotations.

**MPAS 670. Evidence Based Practice I • 3 credits**

This course is part of a course series that covers topics relevant to clinical research and the principles of evidence-based practice. Topics include research design, sound measurement principles, basic descriptive statistics, and an introduction to the efficient use of information systems to conduct clinical research and answer clinical questions. A major portion of the course will emphasize the critical appraisal and synthesis of the findings of clinical research. Information is presented to enhance the student's understanding of the scientific method and clinical research.

**MPAS 675. Issues in Research II • 1 credit**

Builds upon material presented in Research Issues I. Study in more detail scientific methods, evidence-based practice principles, and clinical research. Focus on research design and the appropriate use and interpretation of statistical analysis related to clinical research.

**MPAS 677. Research Application • 2 credits**

Complete a scholarly project under the supervision of PA faculty. Utilizing databases, students will review medical literature, interpret, and critically evaluate the literature and its application to patient care in order to promote evidence-based clinical practice.

**MPAS 680. Behavioral Medicine • 4 credits**

Focus on neurobiological, emotional, social, and cultural influences and their effect on health and illness in the practice of primary care medicine. Human development across the lifespan will be presented as well as end of life issues. Emphasis given to normative and maladaptive responses to developmental tasks and life stressors in relation to physical and emotional health will be emphasized. Health disparities. In addition, preventative health care and patient counseling will be presented.

Prerequisites: Enrolled in Physician Assistant Program.

#### **MPAS 690. Medical Ethics • 2 credits**

Introduces PA students to the main concepts and practices in medical ethics. Examine three areas of medical ethics: professional ethics, clinical ethics, and ethics in relation to selected areas of medical law. Additionally, students will be introduced to a structured approach for identifying, analyzing, and resolving ethical issues in clinical medicine. The interaction of medical law and medical ethics will be examined particularly in relation to patient rights and protections in clinical practice, medical practice acts, professional liability, and medical malpractice.

#### **MPAS 700. Clinical Preceptorships • 4 credits**

Introduction to clinical medicine under the supervision of a board certified physician. Experiences include outpatient management, inpatient management, emergency management, surgical procedures, obstetrics, and psychiatry. Use a variety of settings to expose differences in practice styles and healthcare delivery. Sites will include outpatient clinics, hospitals, long-term care facilities, rural clinics, and emergency rooms. Experience gained through the clerkships, as well as continued self-study, will prepare the student for their comprehensive examination and the national certifying examination.

Prerequisites: Successful completion of the didactic phase of the PA program.

### **Public Health**

#### **MPH 510. Global Public Health Concepts and Practices • 3 credits**

This foundational course will introduce the MPH student to the characteristics and dynamics of the human population related to health and wellness. MPH students will utilize epidemiologic methods to solve current and future challenges to diagnose, treat, prevent, and control disease.

#### **MPH 515. Health Promotion and Communication • 3 credits**

This course will examine the social and behavioral issues that challenge the health and wellness of individuals and populations. The students will explore health behavior and communication theories and models and integrate these models to develop a health education program. The students will explore media-mass, social, and participatory – to communication campaign to promote health and wellness.

#### **MPH 516. Applied Practicum Experience and Integrated Learning Experience Planning • 1 credit**

This course will allow students to liaise with their advisor to review and select priority competencies to develop an individualized learning path that includes the requirements for the APE and ILE. Additionally, students will work with advisor to identify possible field placement sites/options.

#### **MPH 520. Epidemiology • 3 credits**

This foundational course will introduce the MPH student to the characteristics and dynamics of the human population related to health and wellness. MPH students will utilize epidemiologic methods to solve current and future challenges to diagnose, treat, prevent, and control disease.

#### **MPH 525. Biostatistics and Quantitative Research • 3 credits**

Research is essential to the profession of public health. Within this course, students will explore quantitative research methodologies. This course will introduce the MPH student to the basic concepts and practice of statistical data analysis needed for the public health discipline. Statistical software (SPSS) will be used to facilitate the collection, analysis, and interpretation of data related to population health and wellness. An important emphasis is ethics in research and an understanding of the relationship obligations between researchers and people involved as participants in quantitative research. Prerequisites: MPH 520.

#### **MPH 530. Qualitative Research • 3 credits**

Research is essential to the profession of public health. Within this course, students will explore qualitative research methodologies. Examination of the aim and priorities of qualitative research related to the profession, the types of qualitative research, characteristics of effective scientific inquiry and the necessity of evidence based practice to the profession of public health will be studied. An important emphasis is ethics in research and an understanding of the relationship obligations between researchers and people involved as participants in qualitative research. Prerequisites: MPH 520.

#### **MPH 540. Behavioral, Social, and Environmental Health • 3 credits**

The course is designed to help students develop basic literacy on the multiple determinants that influence health status and public health interventions.

#### **MPH 610. Evidence-Based Practice in Public Health • 3 credits**

The course will challenge and critically examine previously learned research methods and how they relate to Public Health programming and interventions. Through the use of literature and discussions with experienced practitioners, students will gain an appreciation of the need to examine current research to guide future practices in public health. Skills in analyzing literature, and examining other evidence and making specific recommendations in a public health concentration will be addressed. Prerequisites: MPH 525, 530.

#### **MPH 620. Global Health Policy • 3 credits**



This course is an introduction to policy and its relationships with advocacy. The processes and theories related to policy making will be explored, as well as the role of advocacy in the policy making. The course focuses on critical analysis, comparison, and construction of public policies in local, state, regional, US and globally. Prerequisites: MPH 510.

**MPH 630. Public Health Equity and Ethics • 3 credits**

The course will debate the political and ethical conflicts in the access and delivery of public health initiatives. Selected public health issues will be viewed through the lenses of political and ethical theories. The use of public health ethical models will be used to view social justice issues in access to healthcare. Prerequisites: MPH 510.

**MPH 670. Global Health Systems • 3 credits**

This course allows students to examine social, economic, and political determinants of health care systems and the evolution of various systems around the world over the last few decades. Students will compare theories of health policy and priorities, models of government intervention in providing health care and insurance, systems of remuneration, financing, planning, manpower, education and training. Students will review the major determinants of health status; international development and social change around the world and reflect on how it applies to our own health care system and society. Prerequisites: MPH 620.

**MPH 680. Management and Leadership in Public Health Systems • 3 credits**

This course will examine the delivery, quality, and costs of healthcare and prevention for individuals and populations through a multi-professional lens. The intervention design, costs, financing, organizational structure, evaluation measures, and accessibility of care will be explored. The focus of this course will be on the US health care system and will also examine, global differences in access to healthcare. Factors will guide managerial decision making within healthcare systems, such as need-based intervention design, cost allocation and budgeting, will be explored. Prerequisites: MPH 620.

**MPH 690. Community Health Analysis and Promotion • 3 credits**

Through the use of case studies and community experiences, this course will explore how to integrate current public health theories and intervention in health care promotion. Students will examine the multifaceted factors which impact personal healthcare decisions and community engagement with preventative interventions. The students will explore federal, state, community, and international funding for health promotion activities. Prerequisites: MPH 620.

**MPH 695. Applied Practice Experience • 3 credits**

The course/experience will allow students to plan and participate in an Applied Practice Experience, where students demonstrate at least 5 CEPH competencies using a portfolio approach of at least two products (examples include written assignments; journal entries; completed tests; videos; multi-media; website)

that will be evaluated at the end of the experience. 200 hours, 25 hours/week, 8 weeks.

**MPH 700. Integrated Learning Experience • 3 credits**

The ILE will exhibit a synthesis of CEPH competencies in a culminating experience-examples include practice based project; essay-based comprehensive exam; capstone course; students must produce high-quality written product (e.g. program evaluation; training manual; policy statement; take home comprehensive exam; legislative testimony with supporting research, etc.).

## Social Work

**MSW 510. Social Work Practice I: Generalist Processes, Methods & Skills (Required) • 3 credits**

Teaches a generalist approach to social work practice based on an empowerment model. Acquire knowledge, skills, values, and methods of generalist social work to facilitate the assessment, planning, intervention, and ending phases of the practice process. Emphasizes social justice, cultural competence, and practice with members of oppressed groups.

**MSW 520. Generalist Practice II (Required) • 3 credits**

This course combines readings, lectures, discussions, classroom exercises, experiential activities, and field placement applications to develop student competencies for generalist social work practice. Specifically, students will continue to develop skills in assessment, planning, intervention and practice evaluation. Throughout the course, students will maintain an ecosystems view, apply a strengths perspective, use empowerment-oriented strategies, and cultivate their cultural competence. Consistent with empowerment-based practice, this course includes extensive content on creating empowering alliances through the effective work with groups. Students will survey the uses of groups in social work, critically analyze theories of group functioning, apply frameworks for observing and analyzing group phenomena, and examine member diversity as a resource for group effectiveness. Through in-class and community-based experiences, students will develop skills to interact with groups purposefully and ethically both as members and leaders. Specifically, they will practice skills to facilitate effective meetings, to encourage teaming, to foster group creativity, and to manage conflict and controversy. This course also emphasizes social justice by exploring change strategies that target organizations, communities, service delivery systems, social and economic policies, and political structures. Through readings and class discussions, students will work to create a vision of a just society and articulate what larger system changes would be necessary to actuate this vision. Students will survey community development strategies, policy development, social activism, and legislative advocacy as essential social work methods to effect these changes. Prerequisites: MSW 510.

**MSW 525. Practice Skills Lab (Required for Advanced Standing Students) • 1 credit**

Develops students' abilities as social work practitioners,

emphasizing the core elements of an empowerment-oriented generalist practice approach. Learn and demonstrate client-centered dialogue skills necessary to implement an empowerment method. Use a case study to apply empowering processes to generalist social work assessment, intervention, and evaluation. The case application integrates social work practice with social policy, human behavior theory, and research as well as emphasize social work values and respect for human diversity—key elements of empowerment based practice.

**MSW 530. Empowerment Practice I (Required) • 3 credits**

This course advances students' abilities to implement empowerment-oriented strategies with clients in a clinical setting. Students will develop a strengths-focused, research-supported, and collaborative clinical approach to address client issues in ways that highlight client strengths, maintain sensitivity to cultural and gender diversity, and recognize the value of contextual change. Specifically, students will become proficient in facilitating a solution-focused approach, intervening in situations from a cognitive-behavioral perspective, and working to align clinical efforts with client readiness through strategies to recognize and accentuate client motivation. Methods of instruction include readings, teacher presentations, class discussions, demonstrations, skill development labs, classroom exercises, video recording, and experiential activities. To develop cultural competence, students will critically analyze practice activities to improve their work with ethnic and racial minorities, people in poverty, women, gays and lesbians, older adults, and people with disabilities. Students will learn to collaborate with diverse clients, especially those who are oppressed. MSW 530 also facilitates students' continuing appraisal of their own professional development through written reflection, self-evaluation, video recording review, peer feedback, and instructor evaluation. The outcome of this course will be the student's development of the knowledge, skills, and values to implement an empowerment approach to interpersonal practice – one that fits the student's professional style, advances the social work profession's purposes and values, and reflects sensitivity to human diversity. Prerequisites: Completion of generalist coursework.

**MSW 540. Empowerment Practice II (Required) • 3 credits**

Focuses on empowerment practice through designing and implementing change efforts within organizational and sociopolitical realms. Students will acquire knowledge and skills to mobilize client groups toward social change, reshape organizations to empower rather than oppress clientele, to create opportunity structures through societal resource expansion, and to fashion a just and responsive community environment. Prerequisites: MSW 530.

**MSW 550. Empowerment Social Work in Mental Health (Elective) • 3 credits**

Comprehensive overview of the provision of mental health services in the United States as they are provided in mental health setting and in other health and human service settings. Addresses definitions of mental health and mental illness, the effect of mental illness on diverse client systems, utilization and

critical evaluation of the DSM 5, and the strengths model of case management in working with persons with severe and persistent mental illness. Examine mental health policy, the impact of managed care on mental health services, and advances in mental health research. Prerequisites: Completion of foundation coursework.

**MSW 560. Empowerment Social Work in Child Welfare (Elective) • 3 credits**

This specialization course aims to prepare MSW students for empowerment child welfare practice with families and children. It includes a scrutiny of the historical progression of child welfare policies and a systemic analysis of the social, cultural, economic, and political forces that define current child welfare policies and practices. The course addresses adverse contemporary social conditions that plague families and children, and identifies mechanisms by which detrimental effects can be reduced or altogether prevented. MSW 560 capitalizes upon building students' competence in working with structurally and culturally diverse families and children, identifying their strengths, and building empowering collaborations with them for effective and ethical case management processes and outcomes. Various forms of child maltreatment are studied within the context of research-based, theory-driven prevention, early identification, and competent treatment modalities. Child welfare programs are scrutinized with primary considerations weighted on evaluations of the strengths and limitations of these programs in addressing the diverse strengths and needs of the families and children, and understanding them within an ecosystemic framework. Throughout the course, the role of child welfare workers as child and family advocates in the pursuit of positive systemic reform is accentuated and elaborated. Prerequisites: Completion of foundation coursework.

**MSW 570. Couple and Family Therapy (Elective) • 3 credits**

This 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. An anti-oppressive practice perspective orients students to attend to diversity in multiple and complex ways that apply to families. Students will observe faculty and other students applying techniques from specific schools of family therapy, participate in role-plays, and observe and self-evaluate through the use of digital recording. Students will demonstrate understanding and application of family practice theories through both written and oral presentation within a role-play situation and through analysis of multiple family scenarios. Throughout the course, a focus on developing self-awareness will prepare students to monitor their work to ensure that they intervene collaboratively with couples and families and facilitate clients' abilities to take charge of their own outcomes. Prerequisites: MSW 530.

**MSW 580. Empowerment Social Work in Aging (Elective) • 3 credits**

This is an elective course designed to provide students in the human services with a conceptual and practical components of

social gerontology. To this end, the diverse and extensive scope of learning encompasses both recurrent and newly emerging issues, concerns, and problems associated with the aging population. In order to help students develop knowledge and better understanding on complicated needs of the elderly, family, community, and society at large, this course will give principal focus to the varying macro, mezzo, and micro contexts from which ethical, relational and cultural issues can be addressed. The process of aging and surviving into the “later years” results from a complex interplay of social forces, human systems, and social policies, which impinge upon groups and individuals. It will be impossible to discuss every force that interacts in this complex scheme, thus the focus of this course will be upon the social and social psychological components of the aging process and the relationship of these forces to social policy and social service delivery to the elderly.

**MSW 590. Advanced Group Work (Elective) • 3 credits**  
Builds on students’ knowledge of group theories, processes, and dynamics taught in the foundation year. Learn empowerment practices appropriate for various social work groups including those designed for therapeutic change, identity development, skill attainment, interpersonal support, rehabilitation, social control, and/or social action. Students will plan, initiate, facilitate, and evaluate a social work group in their field, work, or other prearranged setting. Prerequisites: Completion foundation coursework.

**MSW 591. Generalist Foundation Field Instruction and Seminar I (Required) • 3 credits**  
Field instruction takes place in community agency settings 16 hours per week over both fall and spring semesters for a total of 512 hours. The generalist foundation field practicum experiences place emphasis on the application of skills for generalist social work practice in an agency setting. This practicum prepares students for generalist social work practice with individuals, families, groups, organizations, and communities. Field seminar meets for a total of 15 hours during the year (see attached schedule) and is included in the 512 total hours of field instruction.

**MSW 592. Generalist Foundation Field Instruction and Seminar II (Required) • 3 credits**  
Field instruction takes place in community agency settings 16 hours per week over both fall and spring semesters for a total of 512 hours. The generalist foundation field practicum experiences place emphasis on the application of skills for generalist social work practice in an agency setting. This practicum prepares students for generalist social work practice with individuals, families, groups, organizations, and communities. Field seminar meets for a total of 15 hours during the year (see attached schedule) and is included in the 512 total hours of field instruction. Prerequisites: MSW 591.

**MSW 593. Empowerment Specialization Field Instruction (Required) • 4 credits**  
Field instruction takes place in community agency settings 16 hours per week over both fall and spring semesters for a total of

512 hours. The empowerment practice specialization teaches students to advance and refine social work practice and the social work profession. Students learn to synthesize multidisciplinary knowledge and skills with a clear vision toward individualization of clients and situations to ensure both cultural competence and cultural humility, ensure basic human rights, demonstrate client respect, and develop creative solutions arising from unique circumstances. The advanced empowerment curriculum sets students on a life-long praxis process of action, reflection, evaluation, and informed action to ensure competent client-centered practice, promote their own professional development, and contribute to the social work profession. Prerequisites: Completion foundation coursework.

**MSW 594. Empowerment Specialization Field Instruction (Required) • 4 credits**  
Field instruction takes place in community agency settings 16 hours per week over both fall and spring semesters for a total of 512 hours. The empowerment practice specialization teaches students to advance and refine social work practice and the social work profession. Students learn to synthesize multidisciplinary knowledge and skills with a clear vision toward individualization of clients and situations to ensure both cultural competence and cultural humility, ensure basic human rights, demonstrate client respect, and develop creative solutions arising from unique circumstances. The advanced empowerment curriculum sets students on a life-long praxis process of action, reflection, evaluation, and informed action to ensure competent client-centered practice, promote their own professional development, and contribute to the social work profession. Prerequisites: MSW 593, 603.

**MSW 595. Field Externship • 3 credits**  
Designed for persons who hold an MSW degree from a CSWE accredited program who wish to complete the necessary requirements for School Social Work certification in Illinois. The practicum includes a minimum of 6000 contact hours in an approved school setting. Prerequisites: MSW degree and permission of field education director.

**MSW 603 Field Seminar III: Social Work Ethics (Required) • 2 credits**  
The Concentration Field Seminar provides students with support and opportunities for integrating classroom learning and the practicum experience through developing knowledge and skills in the advanced empowerment method. Core components of this seminar include social work values and ethical principles in social work practice and research; program evaluation and outcomes measurement; and consideration of future issues in social work practice. The field seminar serves as a professional support group and provides an opportunity for professional leadership and skill development. Corequisites: MSW 593.

**MSW 604. Field Seminar IV: Ethical Decision Making (Required) • 2 credits**  
Concentration Field Seminar provides students with support and opportunities for integrating classroom learning with the practicum experience and in developing knowledge and skills in

the advanced empowerment method. Core components of this seminar include social work values and ethical principles in practice and research; program evaluation and outcomes measurement; preparation for professional social work practice; and consideration of future issues in social work practice. The field seminar serves as a professional support group and provides opportunity for professional leadership and skills development. Corequisites: MSW 594.

**MSW 610. Human Behavior in the Social Environment: Human Behavior Theories (Required) • 3 credits**

Learn about the multiple factors which affect human biological growth, personality development, and behavior. Focus on interactions between the developing person, his/her family, and the social systems in which that lifelong development takes place. Study human development 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 Theory II: Diversity and Social Systems (Required) • 3 credits**

This course provides students with knowledge and theory on groups, communities, society, and the global community. Students will explore multiple identity development models and how these influence behavior of individuals, reactions of outgroup members, and alleviate misconceptions and stereotypes about vulnerable populations. Students will learn where they are individually in their development and the impact of identity development stages on behavior and group cohesion. Students will learn to identify oppressive practices in organizational policies and practices and be provided techniques to reduce or eliminate these policies and practices to decrease the negative impact on marginalized groups. The instructor will facilitate a dynamic, experiential, and literature/video-based approach to stimulate student interest and learning about identity development and bias reduction. Learning modalities could include readings, critique papers, essays, quizzes, in-class or online discussions, and an Identity Development Change Plan project. This course provides a theoretical and practical understanding of identity development, oppression, discrimination, and diversity at the micro-, mezzo-, and macro-levels of practice. Prerequisites: MSW 510, 610.

**MSW 710. Social Work Research Design (Required) • 3 credits**

As the first course of the research sequence, this course is designed to help students gain an understanding of and appreciation for the use of research as a tool for professional evidence-based practice with and on behalf of at-risk populations and to evaluate programs and practices. Students are introduced to the concepts and skills underlying a systematic approach to social work research, including basic research terminology, the scientific method in social work, the value of

research in social work, research ethics and the social work value base, problem formulation and conceptualization, measurement, research designs, sampling, alternative quantitative and qualitative data gathering and analytic techniques, and relevant information and computer technologies.

**MSW 720. Social Work Program Evaluation (Required) • 3 credits**

This course 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 data analysis and program evaluation. The impact of both the personal and professional values of the research will be explored in the course as applied to research processes. Specifically, the need to take into account issues related to diverse and at-risk populations is emphasized. The person-in-the-environment is stressed as it is fundamental to understanding and effectively using social work research. Substantive content from the areas of Ethics, Social Work Policy, Human Behavior in the Social Environment and Social Work Practice are integrated into the course through the required and recommended readings and assignments. Prerequisites: MSW 710.

**MSW 810. Social Welfare Policy (Required) • 3 credits**

Examines the history of the social work profession and its contribution to the development of social welfare programs and policies in the United States. Covers policy considerations in various fields of social work practice with special attention to social policies and their effects on women and dependent children, and people deprived of power because of race, age, physical or mental disability, and diverse political, religious, and sexual orientation.

**MSW 820. Social Policy Analysis (Required) • 3 credits**

This second course in social policy builds on the introductory and historical content of MSW 810 to apply an analytic framework to study and analyze current public policy issues and legislation that affect fields of practice in the social services delivery system. In addition to public policy analysis, students will be introduced to the role of the social worker as policy practitioner for social policy development. Topical contemporary issues on the social welfare policy agenda will be examined in this course for the harmony (or disharmony) with the values of the social work profession and their impact on population groups who are socially, politically, and economically vulnerable. Prerequisites: MSW 810.

**MSW 830. Supervision (Elective) • 3 credits**

This course is designed to provide students with the requisite knowledge for effective, strengths-based, ethical, legal and empowering supervision of personnel and program administration in social service organizations. This course examines the purpose, principles, and methods of supervision and consultation which are applicable to many settings in social work. This course covers theories of organizations, organizational behavior and supervision, and emphasizes skills-development that are requisite to assuming the responsibilities

specific to practice. It examines job analysis and design, personnel recruitment and selection, training and development, performance evaluation, and retention and dismissal. In addition, the course provides opportunities for students to conceptualize and examine their own approaches to supervision and develop a repertoire of strengths-oriented empowering strategies and perspectives for supervision. Through the examination of case scenarios, the required readings, small group work, and two papers, and the many issues, problems and dilemmas faced by supervisors, we will explore and analyze both effective and ineffective responses, practices and resolutions. Prerequisites: Completion of foundation coursework.

**MSW 840. Exceptional Child for Social Workers (Elective) • 3 credits**

This course is a graduate seminar designed to provide school social workers with an introduction to the educational, social, and personal issues facing persons with disabilities as they grow and develop in an increasingly diverse society. Issues related to educational, social, political, and economic climate will be explored. Prerequisites: Completion of Generalist coursework.

**MSW 850. Empowerment Social Work in School Settings (Elective) • 3 credits**

This course prepares students for effective multi-systemic social work practice in public school settings. Emphasis is placed on knowledge and skill development for assessment and intervention in multicultural school settings and practice with diverse student groups. Education law, especially as it relates to special education eligibility and services, is a core aspect of the course. Topics include effective strategies for consultation with school personnel, organizational change, participation in multi-disciplinary teams and collaboration with community professionals. Topics range from the evolution of social work in schools to social work theory, assessment, and interventions for use in school settings. Content on multiculturalism, diversity, social justice, and social change are integrated into the course materials as these critical issues relate to practice in schools. Effective strategies for consultation with school personnel, for organizational change, participation in multi-disciplinary teams and collaboration with community professionals will be discussed. Students will acquire knowledge, values, and skills, associated with school social work roles, functions, and responsibilities. Prerequisites: Completion of Generalist coursework.

**MSW 860. Economic and Social Justice (Elective) • 3 credits**

Introduction of selected principles and skills of social justice applicable to social welfare settings. The influences of the U.S. economic system on funding patterns, organizational environments, structure, and staff roles within social welfare settings are considered. Issues to be faced and resolved in the global competition for scarce resources will receive special attention. Prerequisites: MSW 530.

**MSW 870. Management in Human Services (Elective) • 3 credits**

This course will prepare MSW students for leadership roles in the management of human service agencies and organizations.

The course begins with an overview of the differences between leadership and management. The course addresses issues of effective leader behavior; including communication skills, leadership styles, and the use of power and influence. We will examine how effective leaders build teams and help others through the change process. Special attention will be paid to the role of the leader in setting a vision for the organization's planning, human resource utilization, resource development, and accountability and other management functions. The changing face of organizations will be addressed through discussions of the role of women and racial and ethnic minorities in leadership roles. Throughout the course, students will reflect on their leadership style, characteristics, and strengths. Prerequisites: Completion of Generalist coursework.

**MSW 910. Mental Health Practices and Policies in India and the United States (Elective) • 3 credits**

This elective course in social work emphasizes comparative approaches to the analysis of mental health policies and practices in India and in the United States. Course content includes: international and comparative approaches in social welfare policy and practice, mental health as an area within international social work, mental health practice and policy in India and in the United States, cultural competency, and cross-cultural learning exchanges with social work students and mental health professionals in India. Rather than relying solely on books and journal articles, students learn directly by participating in lectures given by faculty at National Institute of Mental Health and NeuroSciences, attending clinical meetings, engaging in discussions with mental health professionals, visiting various social work organizations and schools, conversing with human rights activists and environmentalists, visiting important cultural landmarks in India, and reflecting on new knowledge and experiences.

**MSW 920. Empowerment Social Work with Substance Using Disorders (Elective) • 3 credits**

This course is designed to provide knowledge and skills to promote competence for the prevention, identification, assessment, treatment, and referral of clients with substance using disorders across all practice settings. Included is current research concerning complex causal factors and empirically-based interventions as these etiologies and treatment technologies relate to diverse client groups. Students will utilize a systemic approach in the evaluation of client systems and apply a community based recovery management model.

**MSW 930. International Social Work and Social Welfare (Elective) • 3 credits**

This elective course is designed for students interested in international social work and cross-national comparisons of social welfare programs and policies. Students interested in international social work practice abroad and/or for transnational work in the United States (for example, social work practice with immigrants, refugees, and international migrants or work in the field of international adoptions), will find this course useful in applying social work principles, the strength's perspective,

and an empowerment perspective to social and economic development and cross-cultural social work practice.

**MSW 940. Feminist Social Work (Elective) • 3 credits**

Feminist Social Work will integrate both theoretical and practical experiences throughout the course. Students will examine many assumptions historically made about feminist movement and within specific oppressed groups. They will apply critical thinking skills in order to uncover the overt and covert messages, biases, and oppressive enforcement of patriarchy within life situations, research practices, agencies, state, local, and national policies. Additionally, students will move these thinking skills toward action. The course will utilize on-line class discussion, lecture, written assignments, internet advocacy, and experiential activities to enhance students' understanding and application of this information. Content from foundation courses will enhance the learning process by providing basic theory and practice upon which to build.

**MSW 950. Empowerment Social Work in Health Care (Elective) • 3 credits**

Empowerment Social Work in Health Care provides a comprehensive overview of the provision of health care services in the United States and addresses how social workers function within the health care system at the micro, meso, and macro levels of practice. Course goals include the following: Increase student understanding of the politics, policies, and services of the United States' patchwork health care system; Increase student ability to provide direct services to a variety of populations with an emphasis on vulnerable populations; and Critically address and analyze health disparities and social determinants of health from an ethical practice perspective. Prerequisites: Completion of foundation coursework.

**MSW 960. Collaborative Practice with Clients in Difficult Situations (Elective) • 3 credits**

This course teaches the knowledge, values, and skills necessary to work with reluctant, resistant, mandated, and overwhelmed clients. Students will apply their knowledge of solution-focused approaches, cognitive-behavioral therapy, and narrative strategies as alternatives to the traditional control-based treatment methods predominately used with mandated clients, especially those in the fields of domestic violence and sexual violence. Students will also learn how to assist extremely vulnerable clients coping with grief as well as develop skills to respond to veterans returning from combat. Prerequisites: MSW 530.

**MSW 970. Spirituality and Social Work (Elective) • 3 credits**

A holistic perspective of human systems requires assessment and intervention with attention to biological, psychological, sociological, and spiritual aspects of the human condition. Offers a framework and practice competencies for social workers to ethically respond to spiritual components of client experience, strength and need. Included are principles for spiritual sensitive social work practice, including ethical principles, meaning of spirituality, spiritual development, and creating a spiritually sensitive context for practice.

**MSW 980. Trauma Informed Child Welfare Practice (Elective) • 3 credits**

This course will introduce students to the core concepts (general theory and foundation knowledge), informing evidence-based assessment and intervention for traumatized children and adolescents who are in the child welfare and juvenile justice systems. Trauma is broadly defined and includes children and adolescents exposed to trauma including: abuse, physical and emotional neglect and witnessing interpersonal crime (e.g. domestic violence), community violence and other traumatic events. The course will highlight the role of development, culture and empirical evidence in trauma specific assessments. Treatment interventions with children, adolescents and their families will be explored within the community and child welfare/juvenile justice systems. This course will also review self-care for the professional. Prerequisites: Completion of foundation coursework.

**MSW 990. Special Topics in Social Work • 3 credits**

Presents special topics from the social work field that are not covered in the regular curriculum.

## Speech-Language Pathology

**MSLP 700. Critical Thinking and Evidence-Based Practice • 2 credits**

Covers topics relevant to critical thinking and its role in the scientific understanding of communication and its disorders. Topics include strategies for critical thinking, how human thinking can go awry and lead to erroneous beliefs, how personal attitudes play a role in the application of critical thinking, the connection between research and critical thinking, and how critical thinking influences and informs evidence-based practice.

**MSLP 711. Research Methods I • 1 credit**

Covers topics relevant to research in the field of speech-language pathology. Topics include the scientific method, research question development, research design, measurement principles, and basic descriptive statistics. Provides foundation for Research Methods II and the capstone research project.

**MSLP 712. Research Methods II • 2 credits**

Continuation of Research Methods I. Topics include ethical conduct in research, single-subject research design, how to write a literature review, dissemination of results, and how to incorporate research methods into personal practice. Provides additional instruction critical for success in the graduate research capstone project.

**MSLP 720. Diagnostics • 3 credits**

Covers topics relevant to the principles and methods of diagnosis and assessment of speech and language across the lifespan and across settings. Topics include basic knowledge and skills in the administration and interpretation of informal and formal assessments for the purpose of diagnosis, planning

intervention, and reporting assessment results to clients, family, peers, and other professionals working in educational and health related fields; being a critical consumer of assessment materials; best-known strategies in conducting fair speech and language assessments of individuals from diverse linguistic and cultural backgrounds; client advocacy; and ethics. Students conduct real and hypothetical assessment and screening experiences, as well as professional writing experiences across settings. The course culminates in an in-class professional critical review of an assessment tool of the student's choosing.

**MSLP 730. Motor Speech Disorders • 3 credits**

Covers topics relevant to the etiology, prevention, assessment, and treatment of speech disorders secondary to developmental and acquired central and/or peripheral damage to the nervous system of children and adults. Topics include identification of the various motor speech disorders that result from neurologic disease or injury and differentiation of these disorders from other related disorders. Students conduct real and hypothetical assessments and intervention experiences related to motor speech disorders and attend a support group associated with a motor speech disorder. In addition, best practice in assessment and treatment with emphasis on evidence-based practice is included as well as multicultural issues in service delivery, ethical case studies, and client advocacy. The course culminates in developing a motor speech assessment or screening tool.

**MSLP 750. Clinic Experience I • 2 credits**

This course integrates information learned in previous and current courses related to speech-language pathology through real life clinical experiences and classroom discussions and activities. Students are closely supervised in the on-campus speech-language and hearing clinic and/or in other settings as they provide prevention, assessment, and treatment services. In the classroom, students have the opportunity to discuss and synthesize their experiences. Classroom topics may also include material related to professional ethics and dress, the ASHA Code of Ethics, the mentor-mentee relationship, client advocacy, professional writing and the record-keeping responsibilities of the student, the agency, and the university. The course culminates in a professional case study presentation to faculty and peers. Permission of the Clinic Coordinator required.

**MSLP 751. Professional Issues in Speech-Language Pathology I • 1 credit**

Covers current issues and procedures related to the clinical practice of speech-language pathology such as knowledge and skills related to professional ethics and issues (with specific reference to the ASHA Code of Ethics), clinical writing, confidentiality, mandatory reporting of abuse, and information about ASHA and its role in the profession.

**MSLP 752. Professional Issues in Speech-Language Pathology II • 1 credit**

Continues MSLP 751 and adds discussion on SLPs in the medical setting, SLPs in the school setting, related disciplines, and documentation issues related to various work settings.

**MSLP 753. Professional Issues in Speech-Language Pathology III • 1 credit**

Continues MSLP 752 and adds discussion on certification and licensure, job seeking skills, internship orientation, and the clinical fellowship year experience.

**MSLP 755. Early Intervention • 3 credits**

Covers early intervention issues such as attachment, feeding, medical issues, counseling of families, developmental milestones, clinical practice in the early intervention setting, parent training, and emergent literacy. In addition, communication interaction strategies and communication facilitation strategies will be discussed.

**MSLP 756. School-Aged Language Disorders • 3 credits**

Information on specific conditions and diagnoses that result in unique developmental language disorders. In addition, best practice in assessment and treatment with emphasis on evidence-based practice is included as well as multicultural issues in service delivery. The course also includes materials and experiences (real life and hypothetical) related to the critical role of families in the treatment of children with language disorders and client advocacy. Prerequisites: coursework in language development.

**MSLP 758. Multicultural Assessment and Intervention • 1 credit**

Reviews the recommended assessment and intervention practices with individuals who are second language learners and members of culturally diverse populations. Review fluency, voice, articulation, and language disorders and their treatments in terms of cultural perspective as well as programs developed for parents and teachers in the areas of literacy and language. Topics include cultural sensitivity, speech/language disorders in multicultural populations, bilingualism, second language acquisition, screening, assessment instruments, interpreters, questionnaires, and culturally sensitive interviews. Service learning will be part of the course requirements. Prerequisite: graduate standing in speech language pathology.

**MSLP 760. Voice and Resonance Disorders • 3 credits**

Provides a thorough understanding of basic physical, physiological, pedagogical principles in understanding professional and nonprofessional impaired voice production; vocal anatomy, voice classification; control of loudness, pitch, register, quality; efficient and inefficient use of voice; and instrumentation for voice analysis. Provides a practical foundation in craniofacial anomalies, specifically etiologies, embryology, genetics, impact of anomalies on speech, assessment procedures, and intervention techniques. In addition, best practice in assessment and treatment with emphasis on evidence-based practice will be discussed along with client advocacy. Students integrate and refine skills in prevention, evaluation, assessment, and intervention for these disorders through real life experiences, as well as hypothetical case studies and role playing experiences.

**MSLP 780. Acquired Disorders of Language and**

**Cognition • 4 credits**

Information related to the etiology, prevention, assessment, and intervention of language and/or cognitive disorders secondary to acquired brain damage across the lifespan. Topics include anatomy, neuropathology, and the cognitive and communication characteristics associated with aphasia, right hemisphere syndrome, acquired brain injury, and dementia. Students also integrate and refine skills in the prevention, assessment and intervention of persons with acquired disorders of language and cognition through real life and hypothetical experiences, as well as role playing experiences. Best practice in assessment and treatment with emphasis on evidence-based practice is included as well as multicultural issues in service delivery, and client advocacy.

**MSLP 790. Augmentative and Alternative Communication • 2 credits**

Examines the design, selection, and use of augmentative and alternative methods of communication, populations for which they are appropriate, and issues related to the prevention, assessment, and treatment of persons using augmentative and alternative methods and devices, and service delivery models, as well as client advocacy. Students will integrate and refine skills in the assessment and intervention of persons with acquired and developmental disorders of speech, language and cognition through real life and hypothetical experiences, as well as role playing experiences. In addition, best practice in assessment and treatment with emphasis on evidence-based practice is included as well as multicultural issues in service delivery. Course culminates in an in-class presentation related to a service learning activity the student was involved in during the semester.

**MSLP 800. Independent Study • 1-3 credits**

Complete in-depth readings and study of areas of specific interest in a more individualized setting than the classroom. Improve knowledge and skills that the student and program faculty have identified as in need of remediation. Prerequisites: Students may enroll in this course if they have completed the courses Graduate Research Project I and II, but have not completed their research project.

**MSLP 810. Professional Seminar • 1 credit**

Covers current issues and procedures related to the clinical practice of speech-language pathology within the public school setting at local, state, national and international levels. Topics also include knowledge and skills related to professional ethics and issues (with specific reference to the ASHA Code of Ethics), client advocacy, and regulations and requirements for professional practice, the certification process, and other relevant professional credentials.

**MSLP 820. Clinical Experience II • 2 credits**

Integrates information learned in previous and current courses related to speech-language pathology through real life clinical experiences and classroom discussions and activities. Students are placed in the on-campus speech-language and hearing clinic and/or in similar settings. Provide prevention, assessment, and

treatment services while under close supervision. Includes classroom discussion that may include advanced material related to professional ethics, client advocacy, and provision of interdisciplinary services. The course culminates in a professional case study presentation to faculty and peers. Prerequisites: MSLP 750, with a minimum grade of B; Clinic Coordinator consent.

**MSLP 825. Multicultural Clinic Abroad • 3 credits**

Speech/language/hearing clinic experience in Ecuador. Students will receive clock hours for clinical practice in Spanish with children with a variety of speech/language disorders. Hearing screenings will be administered. For SLPs who do not speak Spanish, competency will be developed in working with an interpreter. Prerequisites: MSLP 725.

**MSLP 835. Clinical Experience III • 1 credit**

Continuation of MSLP 820. Prerequisites: Permission of the Clinic Coordinator; MSLP 820, with a minimum grade of B.

**MSLP 840. Fluency Disorders • 2 credits**

Covers theoretical perspectives on the nature of stuttering, including onset and development; prevention, assessment, and treatment of children and adults. Practical activities focus on assessment procedures, clinical interviewing, and specific treatment methods for working with families and friends, as well as the person with a fluency disorder. In addition, best practice in assessment and treatment with emphasis on evidence-based practice will be discussed along with client advocacy. Develop a professional assessment and intervention plan.

**MSLP 850. Dysphagia • 3 credits**

A thorough understanding of normal and abnormal swallow anatomy and physiology across the lifespan. Topics include the prevention, assessment, and treatment of swallowing disorders, the etiologies of abnormal swallowing, multicultural issues, ethical situations, working with tracheotomy/ventilator dependent populations, instrumental diagnostic, assessment, and intervention instrumentation, and interdisciplinary approaches to the assessment and treatment of swallowing disorders. Best practice in assessment and treatment of swallowing disorders with emphasis on evidence-based practice is discussed along with client advocacy. Students integrate and refine skills in prevention, evaluation, assessment, and intervention for these disorders through real life experiences, as well as hypothetical case studies and role playing experiences.

**MSLP 865. Graduate Research Project I • 1 credit**

Information presented in MSLP 711 and MSLP 712 will be implemented and ethical data collection procedures for research will be completed with guidance of a faculty research mentor.

**MSLP 866. Graduate Research Project II • 1 credit**

Information presented in MSLP 711 and MSLP 712 will be implemented and ethical data collection procedures for research will be completed and students will complete an initial draft of their research paper with guidance of a faculty research mentor.



**MSLP 867. Graduate Research Project III • 1 credit**

Information presented in MSLP 711 and MSLP 712 will be implemented and students will complete a final written draft of their research project.

successful completion of the academic and clinic experience requirements of the graduate speech-language pathology program, the approval of the advisor, the Program Director, and the Clinic Coordinator.

**MSLP 870. Child Internship • 8 credits**

Students apply what they learn in academic and clinic courses in a community agency setting that provides speech, language, and hearing services to children. Generally 40 hours/week for 9-12 weeks. Internship duration is based on the preference of each site and student needs. Students are placed in internship sites by the Clinic Coordinator. Policies and procedures for internships are provided in the Internship Handbook which is given to students prior to their internship. It may be necessary for a security background check to be conducted for some internship sites. In addition, some internship sites might require CPR certification, health insurance verification, a completed Hepatitis B immunization series, proof of immunization or documented immunity to rubella (measles), rubella (German measles), and varicella (chickenpox), and/or annual TB testing. Prerequisites: successful completion of the academic and clinic experience requirements of the graduate speech-language pathology program, the approval of the advisor, the Program Director, and the Clinic Coordinator.

**MSLP 875. Clinical Reasoning I • 1 credit**

Identify the critical issues in the delivery of best professional practice in the ever-changing market. Explore clinical reasoning and ethical decision-making as it applies to the promotion of communication skills and opportunities and quality of life of persons with communication and swallowing disorders, as well as their family and friends. In addition, this course serves as a formative assessment of each student's knowledge and skills prior to internship placements. Prerequisites: completion of all other academic coursework in the graduate SLP program; Clinical Experience I, and II. This course is presented online.

**MSLP 876. Clinical Reasoning II • 1 credit**

Continuation of MSLP 875. Prerequisites: MSLP 875; completion of all other academic coursework in the graduate SLP program; Clinical Experience I, II, and III. This course is presented online.

**MSLP 880. Adult Internship • 8 credits**

During the adult internship students apply what they learn in academic and clinic courses in a community agency setting that provides speech, language, and hearing services to adults. The internship is generally 40 hours per week and lasts from 9-12 weeks. Internship duration is based on the preference of each site and student needs. Students are placed in internship sites by the Clinic Coordinator. Policies and procedures for internships are provided in the Internship Handbook which is given to students prior to their internship. Possible background check for some internship sites. Some internship sites might require CPR certification, health insurance verification, a completed Hepatitis B immunization series, proof of immunization or documented immunity to rubella (measles), rubella (German measles), and varicella (chickenpox), and/or annual TB testing. Prerequisites:

## Doctoral Program Requirements

### Doctor of Business Administration

#### College of Business

##### Mission

The mission of the St. Ambrose University Doctor of Business Administration program is to enable experienced professionals with an advanced degree to develop a deeper understanding of management theory for the advancement of knowledge and professional practice.

##### Overview

The DBA Program is in Management and focuses on the areas of organizational behavior, human resources, organization theory, and strategic management. The DBA Program consists of twelve three credit hour courses, which include a readings seminar in each of the above areas, four elective courses, and four research methodology courses. In addition to the coursework, students prepare and take their written and oral comprehensive examinations. Upon successful completion of comprehensive exams, students undertake a dissertation (twelve credits) under the supervision of a dissertation chair and committee members.

##### Program Goals and Objectives

The DBA program introduces students to a whole new world of management ideas and teaches students a fresh approach to critically thinking about complex managerial issues. The DBA program:

- Enhances students' abilities in their current jobs and prepares them for advancement by building their understanding of organization strategy and firm performance, advancing their comprehension of human behavior in organizations and improving their analytical skills.
- Provides students with the needed skills and credentials to pursue consulting opportunities.
- Increases students' marketability in industry by developing their management expertise and business knowledge.
- Provides students with credentials that enable them to pursue an academic career.

##### Admissions

1. Completed application form.
2. Written statement of career goals, briefly describe your educational and professional goals and the way in which you think the DBA program will help you accomplish them.
3. Current résumé.
4. Two letters of recommendation sent directly to St. Ambrose University. At least one letter should be from an employer who is qualified to discuss your professional skills. At least one letter should be from a professor who is

able to comment on your performance and ability to pursue doctoral studies.

5. A minimum of one (and up to three) written scholarly project as testimony to scholarship.
6. Official copies of GMAT/GRE scores.
7. Official transcripts to be forwarded directly from all colleges and universities previously attended.
8. A master's degree in business, management, economics, accounting, or a related but acceptable field from an accredited educational institution is required. If the master's degree is in an area outside of business, it may be necessary to complete relevant business course work prior to entrance into the DBA program.
9. A personal interview may be required.
10. For candidates whose primary language is not English, the TOEFL score will be required.

##### Admission Decisions

Admissions decisions are made by the Admissions Retention Committee after an applicant's file is complete.

##### Curriculum

DBA 901. Research Methodology

DBA 902. Statistical Techniques I

DBA 903. Statistical Techniques II

DBA 904. Dissertation Design and Development

DBA 910. Analyzing Behavior in Organizations

DBA 911. Managing Human Resources in a Global Environment

DBA 913. Developing Strategy for Competitiveness

*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

DBA 970. Collegiate Teaching

##### Other Requirements

Written and oral comprehensive exams

DBA 990. Dissertation

### Doctor of Occupational Therapy

#### College of Health and Human Services

St. Ambrose University offers the longest standing, entry-level education program leading to a registered occupational therapist degree in the state of Iowa. Built upon this strong foundation, the Doctor of Occupational Therapy (OTD) generalist curriculum, which requires three years of coursework that includes fieldwork and internships, emphasizes occupational justice and occupational participation for people of all ages and abilities. Additionally, each student develops an advanced area of knowledge and skills concluding in a capstone doctoral project and experience.

Students engage in interactive learning in state of the art labs housed in the Center for Health Sciences Education (CHSE) and

have multiple opportunities to work with students in other professional programs within the university. The OTD program also has an Assistive Technology Outreach Service that is a resource center for students and offers free services to clients and health care professionals at the CHSE and through Jim's Place, a home demonstration center highlighting innovative, independent living solutions.

### Accreditation/Certification

The St. Ambrose entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted candidacy status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is [www.acoteonline.org](http://www.acoteonline.org).

Once accreditation of the program has been obtained, its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

### OTD Mission Statement

The St. Ambrose University Doctor of Occupational Therapy (OTD) Program develops ethical, innovative, and sensitive health professionals engaged in life-long learning who serve as socially responsive individuals dedicated to optimizing the occupational participation of others in a diverse and global society.

### Admission Process/Requirements

- The following pre-requisite coursework must be completed with a grade of C or higher and with a combined GPA of 3.0 (4.0 scale). All pre-requisite grades must be available by application deadline – December 1<sup>st</sup>.

Subject	SAU Equivalent	Credits
Anatomy/ Physiology I	BIOL 230	4 cr
Anatomy/ Physiology II	BIOL 232	4 cr
Medical Terminology	HS 250	1 cr; course competency
Lifespan	PSYC 212	3 cr
Research Methods	PSYC 215	3 cr
Statistics	STAT 213	3 cr
Ethics OR Biomedical Ethics	PHIL 207 or PHIL 310	3 cr
Social Sciences	300 level or above	3 cr
<b>Total Credits</b>		<b>24</b>

- Baccalaureate Degree:** All students must have earned a baccalaureate degree by June 1 before beginning the OTD program.

- OTCAS Application Required:** Application fee is required. Application assistance is available from Customer Service at [otcasinfo@otcas.org](mailto:otcasinfo@otcas.org).

The OTCAS application includes:

- A personal statement
- References: 3 required. One must be from an OT where observations hours were completed.
- Official score form the Graduate Record Exam (GRE).

- Observation Hours:**

- Submit documentation on official letterhead or by direct email form a registered OT, of 50 hours of OT volunteer experience completed in at least two settings within the last 5 2 years. Applicants may receive some credit from employment in an occupational therapy setting with approval form the OTD program.

- Admissions Deadlines:** Applications are accepted annually upon the opening of the OTCAS cycle (usually July) through December 1 each year or until the class is filled.

- Early Admissions Decision: Application Deadline September 15** - Up to 15 applicants may be accepted in an early interview/decision process for the incoming OTD class. Applicants must submit a complete and qualified application and have a minimum 3.4 GPA for prerequisites or be a St. Ambrose alum or degree seeking student.

- General Admissions Decision: Application Deadline December 1** – Applicants submitting complete and qualified applications by December 1, and any applicants who submitted an application for early admissions decision but are not yet accepted, can qualify for an interview if they meet minimum admissions requirements.

- Interview:** Prospective students may be selected for professional interviews that focus on academic, personal and professional preparedness in anticipation of beginning graduate level study. During the interview, selected applicants will be required to discuss their submitted personal statement during the interview. At the completion of the application process, students will be notified of their admission status in writing and, if accepted, must submit a written acceptance and pay the accompanying fee.
- SAU Applicants:** Guaranteed interview for SAU degree seeking students and alumni the first time they apply. Additional points awarded to SAU degree seeking students or alumni in ranking process (.5 *per semester*).

### OTD Grading Policy

<b>A</b>	93-100%
<b>B</b>	85-92%
<b>C</b>	77-84%

<b>D</b>	69-76%
<b>P</b>	Passing work completed in a course
<b>NP</b>	Not passing work completed in a course
<b>IP</b>	In progress work (for students with courses that are not expected to be completed within the normal semester)

### Minimum Acceptable GPA

If the student drops below a 3.0 cumulative professional coursework GPA, the student will receive written notice from the OT department. The student will be placed on **academic probation**.

### Academic Performance

1. If a student earns a "C" in any professional OT course, the student will be required to meet with their advisor to construct a remediation plan regardless of their GPA standing.
2. If the student earns a grade lower than a "C" in any of the professional OT coursework, the student must re-take the course(s) and earn a grade of "C" or higher to progress in the OT program, provided that the student maintains a minimum GPA of 3.0 or higher. The student is allowed to re-take a course within the OTD curriculum one time.

### Academic Probation

When a student is placed on academic probation, they have two options:

1. The student has one semester to bring their cumulative professional coursework GPA up to a minimum 3.0. If the student fails to do this, the student will be dropped from the program.
2. The student can elect to re-take coursework for a second grade option to bring their cumulative professional coursework GPA up to a minimum 3.0. The student may not be enrolled in any professional OT courses until the second attempt has been successfully completed.

### Progression and Retention

1. Students may also be placed on probation for not meeting professional behavior expectations or for excessive absences from the OTD classes.
2. Dismissal from the University, for any reason, will automatically result in dismissal from the Doctor of Occupational Therapy Program.

### Appeal Procedures for Admission, Progression & Retention/Readmission

Students have the right to appeal decisions related to admissions, progression, or retention to the Admissions and/or Retention Committees. All questions or concerns related to Admission and Retention Committee decisions will follow this policy.

#### Procedures:

1. In the event of an adverse Admissions Committee decision or Retention Committee action, the student will be

reminded of the appeal process and their options within the process.

2. The student's request for appeal must be made in writing to the chair of the Admissions Committee if in regards to an admissions decision or to the chair of the Retention Committee if in regards to a progression or retention issue.
  - a. The student **must** appeal decisions of the Admissions or Retention Committee by submitting written reasons for challenging the Committee's Decision by the appeal date set by the Committee.
  - b. The appeal request must be within two weeks of being notified of his/her status in the Occupational Therapy Program and the original decision in question.
3. Admission Committee or Retention Committee Members and Meeting Participants:
  - a. Student Requesting Appeal: The student may attend the appeal meeting for the portion during which their challenge is read and may be asked to supply additional information orally. The student may have a support person involved in the meeting.
  - b. Faculty Members: The chair of the committee will facilitate the meeting. The student's advisor, the instructor involved (if applicable), and at least one or more other uninvolved OTD faculty member will also be present. This is to ensure that there are sufficient members of the committee to assist in information gathering and student support.
  - c. A student member of the Admissions Committee will also participate in the Retention Committee during any formal appeal process.
  - d. Student and faculty members who have direct involvement in the case and who feel they are unable to act in good faith will excuse themselves from the appeals process. In those instances, alternate committee members will serve on these committees.
  - e. An odd number of decision making members will be maintained when the committee is drawn together.
4. The decision of the Committee will be made by majority vote based on a written ballot of those Committee members present. The ballots are secret and only the chair of the committee will view the ballots.
5. The student will be verbally informed of the final decision to uphold or overturn the original Admission or Retention Committee decision and of the process for further appeal by the chair of the respective committee after the meeting. The chair will write a letter regarding the decision to the student and a copy will be given to the student and placed in the student's file.
6. The student has the right to further appeal the Committee's decision to the Dean of the College of Health and Human Services in writing within one week after receiving notification of the appeal decision.
7. If the student is retained in the program, the student and their advisor will meet and develop a plan to promote success. Members of the Retention Committee may make

recommendations regarding this plan. The plan will address any continuing probationary issues and a schedule for periodic review will be included.

8. Multiple referrals to the Retention Committee while enrolled in the OTD program could result in dismissal from the program.

### **OTD Graduation Requirements**

Students must successfully complete all of the program requirements to graduate from the OTD program and receive their diploma. This includes:

1. Successful completion of all OTD credit hours (estimated 97-102)
2. Successful completion of all didactic coursework, fieldwork, and experiential component with a GPA of 3.0 or above.
3. Successful completion of two Level II Fieldwork experiences (OTD 730 and 735; 24 weeks)
4. Successful completion of one Experiential Component (OTD 800; 16 weeks).

### **Fieldwork Experience/Experiential Component**

Students will complete multiple fieldwork experiences, including 24 weeks of full-time fieldwork, and a 16 week Experiential Component while enrolled in the OTD Program at St. Ambrose. Students are responsible for their own transportation, travel and housing costs for these experiences. Students will be made aware of additional site specific costs or requirements during the site selection/assignment process. In addition, students will still be paying tuition while completing their field experience and experiential component.

### **Time Requirements for Completing Occupational Therapy Program**

The OTD Program falls into three categories:

1. Academic Coursework (on campus): The academic portion must be completed within 36 months from initial entry into the program.
2. Level II Fieldwork (24 weeks): Fieldwork experiences must be completed within 24 months of fulfilling the academic coursework.
3. Experiential Component (16 weeks): Experiential Component must be completed within 24 months of fulfilling the academic coursework.

### **Academic Policies**

For specific academic policies, refer to the OTD Student Handbook. Handbooks are available by contacting the OT Office.

### **One Price Tuition Plan**

OTD students are included in the One Price Tuition plan, which makes financial planning easier by ensuring tuition costs remain one rate throughout the normal course of full-time graduate study. Most course fees and some other miscellaneous cost incurred by OTD students are included. Cost associated with textbooks, fieldwork experiences, and room and board are additional. Students should contact the OTD Program directly

for information about the current One Price Tuition Plan Rate. A limited amount of graduate financial aid is available. The St. Ambrose Financial Aid Office provides information on graduate student loans.

### **Doctor of Occupational Therapy Curriculum**

#### *Semester 1*

OTD 515: Occupational Justice and Foundations of OT • 3 credits

OTD 520: OT Process: Analyzing Occupations for Individuals and Groups • 3 credits

OTD 525: Assessment • 3 credits

OTD 530: Applied Neuroscience in OT • 3 credits

OTD 540: Analyzing Movement in Occupational Performance • 3 credits

#### *Semester 2*

OTD 550: Interventions IA • 5 credits

OTD 551: Interventions IB • 5 credits

OTD 555: Critical Inquiry I • 3 credits

OTD 560: Fieldwork IA • 3 credits

#### *Interim/Summer*

OTD 575: OT Research Methods • 3 credits

OTD 580: Leadership and Management in OT Practice • 3 credits

#### *Semester 4*

OTD 600: Interventions IIA • 5 credits

OTD 601: Interventions IIB • 5 credits

OTD 605: Critical Inquiry II • 3 credits

OTD 625: Scholarship I • 2 credits

OTD 630: Fieldwork IB • 3 credits

#### *Semester 5*

OTD 650: Interventions IIIA • 4 credits

OTD 651: Interventions IIIB • 4 credits

OTD 655: Critical Inquiry III • 3 credits

OTD 660: Fieldwork IC • 3 credits

OTD 675: Scholarship II • 2 credits

#### *Interim/Summer*

OTD 705: Doctoral Project Proposal • 3 credits

OTD 725: Scholarship III (Optional) • 2 credits

OTD 726: Special Topics (Optional) • 1-3 credits

#### *Semester 6*

OTD 730: Level II Fieldwork • 6 credits

OTD 735: Level II Fieldwork • 6 credits

#### *Semester 7*

OTD 750: Doctoral Project • 3 credits

OTD 800: Experiential Component • 8 credits

#### *Interim/Summer*

OTD 800: Experiential Component (continued)

### **Estimated Costs**

#### *Tuition*

Students should contact the OTD Program directly for information about the One Price Tuition Plan Rate.

#### **Application Costs**

OTCAS Application fee • \$140

Acceptance fee • \$200

#### **Additional Costs**

Textbooks (including AOTA Membership) • \$1100-1250

Fieldwork Medical/Site Requirements • \$250

Certification Exam Preparation & Registration • \$500– 800

\*Costs listed above are for 2017-2018 and are subject to change. Students seeking admission at a later date should check with the program director for exact current costs.

## **Physical Therapy Department**

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

#### **Doctor of Physical Therapy**

St. Ambrose University offers the Doctor of Physical Therapy (DPT) program to prepare physical therapists to help meet the current and emerging health care needs. This clinical doctorate provides students with the knowledge and skills needed to deliver high quality physical therapy services, and includes training in clinical decision-making and evidence-based practice, and skills to care for medically complex patients. Our faculty members are dedicated to providing students with the knowledge, skills and confidence to become integral members of the modern health care team. Building upon St. Ambrose's long history of liberal arts studies, the DPT program is distinguished by a rich environment of academic excellence, including a very high graduation rate, and first time passing rate on the National Physical Therapist Examination required to become licensed, top-flight clinical experiences and perfect employment rate for our graduates.

The DPT is a full time graduate program that culminates in a clinical doctoral degree. By design, the carefully sequenced and integrated graduate curriculum is efficiently organized to allow for completion of the DPT in two-and-a-half years. Students are admitted to the program through three tracks described later. Physical Therapy classes are enriched through the assistance of guest speakers from collaborative disciplines, and the curriculum is responsive to evolving trends in health care. Students can choose clinical placements from a pool of more than 500 sites, including general and specialized practice settings.

#### **Professional Doctor of Physical Therapy Program Mission**

The mission of the Doctor of Physical Therapy Program is to prepare highly competent physical therapists who have the broad knowledge and skills required for the scope of physical therapist practice. Graduates of the program will be known for their compassionate care for all individuals, professional development, commitment to life-long learning, and high standards of professional behavior.

#### **Admissions Process**

Acceptance into the professional phase of the program is accomplished through a competitive application process. Applicants to the DPT program choose one of three admissions tracks. Up to 36 students are admitted into the professional phase of the DPT program each fall.

#### **Track I**

Track I applicants are high school seniors enrolling at St. Ambrose. Each year up to 15 high school seniors are granted placement in Track I positions and are selected through a competitive application process. To be considered, students must meet all Track I Phase A requirements and apply by the February 15 deadline. Track I students utilize a "3+2.5" plan of study (three years of undergraduate work plus two-and-a-half years in the DPT program). Students accepted into Track I apply the first year DPT courses toward completion of their SAU undergraduate degree. Bachelor's degree must be awarded prior to the start of the second year in the DPT Program. The Track I student will be guaranteed admission into the DPT program if all Phase B requirements are met. Students who do not meet advancement criteria remain eligible to apply to the program through Track II or Track III. Track I applications are available through the Physical Therapy Department.

#### **Track I / Phase A High School Prerequisites**

To apply for a Track I position high school seniors will need to:

- Meet the entrance requirements of St. Ambrose University.
- Have completed the equivalent of one year each of high school biology and chemistry. One year of high school physics is strongly recommended.
- Attain minimum 3.5/4.0 unweighted high school GPA.
- Score a minimum of 24 on the ACT or 1090 on the SAT.
- Have completed, and provide documentation of at least 20 hours of observation with a licensed physical therapist in one or more physical therapy settings.
- Complete an acceptable on-site personal interview with DPT faculty members. Due to the competitiveness of the program, not all applicants will be invited for an interview. Decisions on interviews will be based on a review of the completed application.

#### **Track I / Phase B College Requirements**

Track I students are required to meet the following criteria in order to advance into the DPT program in their senior year:

- Complete all bachelor's degree requirements in their major other than those to be completed in the first year of the DPT program.
- Complete all prerequisite courses with a grade of "C" or above prior to entering the DPT program.  
\*Note: A grade of C- is not accepted. Students in Track I who will not complete the prerequisites by the spring admissions deadline must provide a detailed written plan of study for completion of the remaining prerequisites prior to final admission into the DPT program.
- Earn and maintain a minimum of 3.3 cumulative overall GPA, and a minimum of 3.3 prerequisite GPA by the end of their fourth semester at SAU.

- Complete the GRE, with a combined score of 295 or higher on the verbal and quantitative sections. Use GRE institution code 6617 and department code 0619.
- Complete the Track 1B application form provided by December.
- Document at least 50 hours of observation with a licensed physical therapist in two or more practice settings, to include at least one outpatient setting (may include the 20 hours completed for Phase A.) All hours are required to be completed at the time of submitting the application.
- Submit official transcripts from all undergraduate institutions attended.
- Provide two favorable references on forms provided by the Physical Therapy Department.
- Complete an acceptable on-site personal interview with PT faculty members.

### Track II and Track III

Individuals interested in Track II or Track III apply online through the Physical Therapist Centralized Application Service (PTCAS) at [www.ptcas.org](http://www.ptcas.org). Early honors admission is available in the fall for Track II and III applicants with a minimum of 3.7 out of 4.0 GPA, a combined score of 300 or higher on the verbal and quantitative sections of the GRE, and 50% of prerequisite course work completed. The deadline for early honors decision applications is October 1. Spring admission deadline for all other Track II and III applicants is December 1. The minimum cumulative undergraduate GPA required is 3.0 (on a 4.0 scale) or a minimum cumulative GPA of 3.25 (on a 4.0 scale) for 18 or more semester hours in a science based graduate curriculum. A minimum prerequisites GPA of 3.0 at time of application submission is also required.

### Track II Specific Requirements

Track II is a "3+2.5" plan of study (three years of undergraduate study plus 2.5 years in the DPT Program). First year DPT courses are applied toward completion of the undergraduate degree, which must be awarded prior to the beginning of the second year of the DPT Program. Students from institutions other than SAU may also utilize Track II. Track II students must have completed all bachelor's degree requirements in their major other than those to be completed in the first year of the DPT Program. Students from institutions other than SAU will need a letter from the respective Registrar's Office indicating that the first year of DPT courses will be credited toward the bachelor's degree and that the bachelor's degree will be awarded prior to the start of the second year in the DPT Program.

### Track III Specific Requirements

Individuals who are in their senior year of college or hold a bachelor's degree may apply using Track III, the "4+2.5" plan of study (four years of undergraduate work plus 2.5 in the DPT Program). The bachelor's degree must be awarded prior to the fall they anticipate entering the DPT Program from an accredited four-year college or university.

Additionally, all Track II and Track III applicants need to

have:

- Completed all prerequisite courses with a grade of "C" or above prior to enrollment in the DPT program. Note: A grade of C- is not accepted. Applicants who will not complete the prerequisites by the time they apply must provide a detailed written plan of study for completion of the remaining courses prior to final admission into the DPT program.
- Documented at least 50 hours of observation with a licensed physical therapist in two or more physical therapy practice settings, to include one outpatient and one inpatient setting.
- Completed the Graduate Record Exam (GRE) and submitted official results to PTCAS.
- Submit an application to SAU through the Physical Therapist Centralized Application Service (PTCAS) at [www.ptcas.org](http://www.ptcas.org).
- Submitted official transcript from all undergraduate and graduate institutions attended to PTCAS.
- Submitted two references from individuals well-acquainted with the applicant to PTCAS.
- Completed an acceptable on-site personal interview with PT faculty members.
- International students are required to submit official scores for the TOEFL exam and must score at least 600 (written) or 250 (computerized) or 100 (internet)
- International students are required to have their transcripts evaluated through the World Education Services (WES).

Based upon GPA, GRE scores and quality of other application materials, select applicants from all Tracks will be invited for a required on-site interview. At the conclusion of interviews, admissions data will be processed by the department and qualified applicants to be invited to join the DPT program.

Students who are accepted into the DPT program will be notified in writing. An alternate list will also be developed. Acceptance responses and fees from the members of the entering class will be required by a specified deadline date. Students in the entering class will be expected to sign the Essential Functions form prior to matriculation.

### Prerequisite Courses

Course	SAU Equivalent	Credits
Biology*	BIOL 199, 200	8
Human Physiology‡	BIOL 230, 232	8
General Chemistry*	CHEM 105, 106	8
College Physics*	PHYS 203, 204	8
Statistics/Biostatistics	STAT 213	3
Intro. Psychology	PSYC 105	3
Psychology/Sociology (upper level)		3
* 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.
--

F	< 60.0%	0.0
Percentages that fall below the cut-point will not be rounded up.		

### Track IB/II/III Acceptance

Admitted students pay a non-refundable acceptance fee of \$200 and review and sign the form describing essential functions to be performed by DPT students. Students electing not to join the program by the specified deadline date will be replaced by an applicant on the waiting list. Petitions for waivers of prerequisite courses and appeals regarding the admission process must be directed to the PT Department.

### Admissions Appeal Procedure

Applicants for admission to the DPT program have a right to appeal decisions related to admission according to the following procedure:

1. Applicants must file a written appeal of any decision of the Admissions and Retention Committee within two weeks of having received written notification of a committee decision. The appeal must be sent to the director of the Physical Therapy Department and must include the reasons for challenging the Admission and Retention committee's decision.
2. The director will convene a department Appeals committee.
3. The decision of the department's Appeals Committee will be made within two weeks after receipt of the appeal.
4. The applicant will be informed in writing of the Appeals Committee's decision on the appeal within two weeks of the decision.
5. The student has a right to appeal the department's Appeals Committee's decision to the dean of the College of Health and Human Services.

### Grading Policy

Each course instructor is responsible for establishing and notifying students of the guidelines required to complete course work. The Physical Therapy Department has set the following criteria for assignment of letter grading (percent of total course work):

Letter Grade	Percent	Grade Point Average
A	> 93.0%	4.0
A-	90.0—92.9%	3.67
B+	87.0—89.9%	3.33
B	83.0—86.9%	3.0
B-	80.0—82.9%	2.67
C+	77.0—79.9%	2.33
C	73.0—76.9%	2.0
C-	70.0—72.9%	1.67
D+	67.0—69.9%	1.33
D	63.0—66.9%	1.0
D-	60.0—62.9%	0.67

In order to meet program requirement, a student must receive a 70% or higher in order to pass a course. Other grading assignments and policies (Auditing, Quality-Points, Withdrawal from the University, Policy on Academic Dishonesty, Statement on Satisfactory Progress, DPT Student Retention Policy, Retaking a Course, and Second-grade Option) are outlined in this catalog, the University Student Handbook and the DPT Student Handbook. Courses graded Pass/No Pass will require a minimum of 70% for a grade of Pass. Faculty may require a higher minimum passing rate. Refer to the course syllabus provided during the first class period.

### Withdraw Policy

If a student withdraws from any course in the DPT program, he/she will in effect be withdrawing from the program and must reapply for admission.

### Grade Appeal Policy Overview

When a student believes a final course grade has been assigned in error or in an arbitrary or capricious manner, he/she has the right to appeal the grade. The student should first attempt to resolve the matter with the primary course instructor. If the grade dispute is not resolved at this level, the student may initiate a formal written appeal to the department Chair. A final appeal can be made to the Dean of the College that oversees the appropriate department or, when a department Chair or Dean is the instructor involved in the appeal, to the Vice President of Academic Affairs.

### Actions Permitted

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



### **Procedures and Timeline**

1. Students must first attempt to resolve the grading issue with the Instructor.
2. If the student decides to formally appeal the final grade, he/she must provide a written appeal, including the justification for the appeal, to the Instructor. If the Instructor is no longer employed by the University, the student must provide the written appeal directly to the Department Director. **TIMELINE:** The appeal must be submitted by the student to the Instructor (or Department Chair if applicable) in electronic email format to the individual's University email address, or by personal delivery of a hard copy of the written appeal within 1 week from the grade submission due date posted by the Office of the Registrar.
3. Instructor should notify the student upon receipt of the appeal, but the student is responsible for assuring the receipt of the appeal. If the Instructor cannot be contacted, the student should notify the department Chair of his/her appeal and request assistance in contacting the Instructor.
4. Instructors will e-mail or mail a written decision to the student within 1 week of receiving the appeal. If the Instructor fails to provide a decision within 1 week, the student should notify the department Chair to intervene in obtaining the decision or furthering the appeal. **TIMELINE:** Within 1 week from receipt of the appeal.
5. After receiving the Instructor's decision, the student may appeal the final grade, in writing, to the Department Chair. It is the student's responsibility to provide evidence to support the appeal. The Chair will investigate the appeal. The investigation will include discussing the matter with the Instructor and may include requesting the Instructor to support the accuracy and fairness of his/her grading. The student's written appeal constitutes authorization for the Chair to have access to the student's educational files and grades pertaining to the appeal. **TIMELINE:** Within 1 week after receiving the Instructor's decision.
6. The Chair will render a decision on the appeal and provide the decision to the student and the Instructor. **TIMELINE:** Within 1 week from receipt of the appeal.
7. If the Chair's decision is to deny the appeal, the student may appeal the grade, in writing, to the Dean. The student may also elect to meet with the Dean to present information directly related to the appeal. **TIMELINE:** Within 1 week after receiving the Chair's decision.
8. The Dean will provide a final decision to the student, Instructor, and Chair. **TIMELINE:** Within 1 week from receipt of the appeal.
9. If the Chair's decision is to grant the appeal, the Instructor may appeal, in writing, to the Dean. The Instructor may meet with the Dean to present information directly related to the appeal. **TIMELINE:** Within 1 week after receiving the Chair's decision.
10. The Dean will provide a final decision to all parties. **TIMELINE:** Within 1 week from receipt of the Instructor's appeal.

11. If the decision is to change a student's final grade, the change will be communicated to the Office of the Registrar.

### **Exceptions**

1. If the Department Chair is the Instructor involved in the appeal, the appeal goes directly to the Dean and then to the Vice President of Academic Affairs for the final decision.
2. If the Dean is the Instructor involved in the appeal, the appeal goes to the Chair and then to the Vice President of Academic Affairs for the final decision.
3. Timelines may be extended by the Chair or the Dean if necessary evidence or individuals are not available, or if the University determines that additional time is necessary to process the appeal. No exceptions or extensions of time will be granted for students to initiate a grade appeal.

### **Grading for Practical Examinations**

Practical/laboratory examinations are an important part of the DPT Curriculum. Program faculty members use these exams to assess each student's integration of cognitive, psychomotor, and affective dimensions of learning. Demonstrating safety and competence during a practical examination is considered an essential step in the student's development of entry-level patient care skills. Students are required to pass all practical exams for each course.

Students are expected to demonstrate safe practices and achieve a minimum score of 80% or a "pass" on a "pass/no pass" practical on each individual practical examination. Individual faculty will determine the relevant safety issues for the practical exams for each course. A student failing to attain the above levels on a practical exam will be required to retake that exam. If the average score between the first score and the second score is less than 80%, that average is the grade the student receives. If the average is greater than 80%, the student receives a score of 80%. It is the student's responsibility to schedule a retake time with the course instructor. Any student who fails to demonstrate safe practices or fails to achieve a minimum passing score on the retake examination will receive an "F" grade for the course. Requirements for laboratory examinations will be described by the course instructor.

The need to repeatedly retake practical examinations may demonstrate inadequate preparation by the student and/or identify students at risk for not passing future clinical education experiences. Therefore, students who do not pass 80% of all practical exams during an academic year on the first attempt will meet with the Admissions and Retention Committee and their advisor in an attempt to help identify strategies to correct this problem. Continued failings of practical examinations on the first attempt may require further action ranging from remediation to dismissal from the program.

### **Student Retention Policy**

The DPT program requires students to maintain a cumulative GPA of 3.0 (on a 4.0 scale) in their professional curriculum to graduate. Students not maintaining a minimum of 2.8 cumulative GPA will be placed on academic probationary status for the semester following the cumulative GPA falling below 2.8. During the probationary semester the student will be

advised weekly by their faculty advisor, with the advisor being given status reports every 4 weeks by the student's instructors during the probationary semester. Failure to maintain a cumulative GPA of 2.8 following a probationary semester will result in the student being denied permission to register for the following semester of the Doctor of Physical Therapy program. Readmission to the program will be based upon competitive 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 70% or higher or "pass" by the second attempt.
3. The student receives a second academic course grade below a 70%.
4. The student receives two "no pass grades" for clinical education experiences.
5. The student's inability to remediate professional behaviors.

Dismissal may also result from a violation of the St. University Student Code of Conduct. The faculty has a responsibility to exercise its professional judgment in determining a student's ability to continue in the program. A student, who is dismissed from the program, has the right to appeal this decision. See Dismissal Appeal Process below.

#### **Dismissal Appeal Process**

A student who has been dismissed may consider the following appeal process. The appeal process must be initiated through the Physical Therapy director within two weeks of the receipt of the letter of dismissal. The following procedure will be followed:

1. The student must meet with the director who will explain the appeal process and discuss the possible outcomes. The following are examples of possible appeal decisions:

- a. Appeal will be denied;
  - b. Appeal will be accepted. In the event of academic based dismissal, the student is allowed to take a second grade option in an attempt to raise the grade point average. An individual course within the physical therapy curriculum can only be retaken once. No more than two courses total may be retaken in the curriculum.
2. The student will obtain an appeal petition from the director and fill out the appeal petition completely.
  3. The student must obtain their academic advisor's signature on the petition.
  4. The student submits the signed appeal petition to the director within one week of the date the petition is obtained.
  5. The director will present the appeal petition to the Physical Therapy Admissions and Retention Committee.
  6. Within one week of receipt of the petition, the chair of the Admissions and Retention Committee will contact the student to discuss the date/time of the meeting.
  7. A student representative will be appointed to assist the Admissions and Retention Committee in its decision. Any members of the committee who have direct involvement in the case or who feel they cannot act in good faith can excuse themselves from the appeal process. In this case, alternate physical therapy faculty members will serve on the committee. The director will serve on the committee ex officio and will only vote if there is a tie.
  8. The student has the right to represent themselves and their written petition or they can choose to submit a written petition only.
  9. The committee will meet on the appointed date/time with or without self-representation by the student. If the student wishes to present their petition personally, they will be dismissed from the meeting when it is time for the discussion and decision.
  10. The committee decision will be made by majority vote with secret ballot.
  11. The committee will present the decision to the entire faculty and the director.
  12. The director will notify the student both verbally and in writing of the appeals decision with one week of the date of the decision.
  13. If the student's dismissal appeal is denied, the student has the right to appeal this decision to the dean of the College of Health and Human Services.

### **Commencement Participation Policy**

Participation in the St. Ambrose University Commencement ceremony is a public affirmation of a student's successful completion of the DPT program. We realize, however, that select circumstances might prevent a student from completing required course work by the date of the commencement ceremony. Because we view it as desirable that students feel part of the St. Ambrose community by participating in the

commencement ceremony, the following departmental policy was adopted.

In order for DPT students to participate in the St. Ambrose Commencement Ceremony, they must:

1. Have attained a cumulative DPT GPA of at least 3.0,
2. Have completed all initial or repeated Clinical Education courses with a grade of "Pass," and
3. In the case item #2 is not satisfied; continue to demonstrate satisfactory performance during any Clinical Education course up through the Thursday prior to commencement weekend.

***Participation in the commencement ceremony is not a guarantee that a student will indeed graduate from the DPT program.***

### **Professional Licensure**

It is the student's responsibility to apply in a timely manner to individual state licensing agencies for licensure as a physical therapist. Information about state licensing agencies and the National Physical Therapy Examination can be obtained through the Federation of State Boards of Physical Therapy ([www.fsbpt.org](http://www.fsbpt.org)). All application and examination fees are borne by the license applicant.

### **DPT Program Curriculum**

#### **First Year**

##### *Fall*

DPT 500: Human Gross Anatomy • 5 credits  
 DPT 515: Professional Seminar • 0 credit  
 DPT 530: Kinesiology/Biomechanics • 5 credits  
 DPT 531: Functional Anatomy • 1 credit  
 DPT 550: Introduction to Physical Therapy • 3 credits  
 DPT 560: Physical Therapy Procedures I • 3 credits

##### *Spring*

DPT 520: Pathology & Medical Management • 3 credits  
 DPT 540: Neuroanatomy/Neurophysiology • 5 credits  
 DPT 570: Physical Agents • 4 credits  
 DPT 580: Clinical Education (2 weeks) • 2 credits  
 DPT 581: Clinical Education • 0 credit  
 DPT 635: Clinical Exercise Physiology • 3 credits  
 DPT 650: Evidence Based Practice I • 3 credits

##### *Summer*

DPT 525: Pathology and Medical Management II • 2 credits  
 DPT 590: Pharmacology • 1 credit  
 DPT 645: Pediatrics • 2 credits  
 DPT 800: Applied Anatomy and Physiology • 2 credits  
 DPT 582: Clinical Education (3 weeks) • 3 credits

#### **Second Year**

##### *Fall*

DPT 600: Issues in Patient Care • 3 credits  
 DPT 620: Musculoskeletal Therapeutics I • 5 credits  
 DPT 630: Neuromuscular Therapeutics • 5 credits  
 DPT 640: Cardiopulmonary Therapeutics • 3 credits  
 DPT 680: Clinical Education (2 weeks) • 2 credits

DPT 700: Evidence Based Practice II • 1 credit  
DPT 810: Advanced Diagnostics • 2 credits

#### *Spring*

DPT 660: Prof Practice & Health Care System • 3 credits  
DPT 670: Orthotics and Prosthetics • 3 credits  
DPT 674: Integumentary Therapeutics • 1 credit  
DPT 710: Evidence Based Practice III • 1 credit  
DPT 720: Musculoskeletal Therapeutics II • 3 credits  
DPT 760: Physical Therapy Procedures II • 3 credits  
DPT 780: Clinical Education (2 weeks) • 2 credits  
DPT 820: Differential Diagnosis • 2 credits

#### **Third Year**

##### *Summer*

DPT 781: Clinical Education (8 weeks) • 8 credits  
DPT 830: Medically Complex Patient • 1 credit

##### *Fall*

DPT 715: Evidence Based Practice IV • 1 credit  
DPT 782: Clinical Education (8 weeks) • 8 credits  
DPT 784: Clinical Education (10 weeks) • 10 credits  
DPT 835: Portfolio Project • 0 credits

#### **Background Check**

In order to meet students requirements of the majority of clinical sites, students are required to complete a criminal background check (including child abuse and dependent adult abuse registry checks) and physical exam with immunization history (including MMR and the two-step tuberculosis test) prior to the first clinical education experience. Students are also strongly recommended to complete the Hepatitis B immunization series (or sign declination waiver). Other immunizations or titers may be required by select clinical sites, students will be informed of these additional requirements as clinical placements are confirmed. Drug screens may be required prior to or during the clinical experience. Students are responsible for the cost of requirements. Students are also required to document personal health insurance at the time of each clinical experience.

#### **Accreditation**

The Doctor of Physical Therapy Program at St. Ambrose University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE):

1111 North Fairfax St.  
Alexandria, Virginia 22314  
703-706-3245 – phone  
[accreditation@apta.org](mailto:accreditation@apta.org) – email  
[www.capteonline.org](http://www.capteonline.org) – website

The only mechanism through which the CAPTE can act on concerns is through the formal complaint process. Complaints must be related specifically to one or more of the Evaluative Criteria, to the Statement on Integrity in Program Closure, or to the Statement of Integrity in Accreditation. The complaint must be linked to a violation of the Criteria or the Statements. The Criteria can be found in the Accreditation Handbook available at [www.capteonline.org](http://www.capteonline.org). Also, in order for CAPTE to consider a

complaint to be bona fide, all avenues for addressing the issue at the institution must be exhausted. CAPTE cannot function as an arbiter between individuals with concerns and the university. Should CAPTE find that a complaint has merit and that the program is out of compliance with the Evaluative Criteria or the Statements, CAPTE can only require the program to come into compliance with the Evaluative Criteria. If you wish to pursue filing a complaint against a program, please contact the Department of Accreditation for the appropriate forms and additional information.

#### **Estimated Costs**

Students should contact the DPT Program directly for information about the modified one price plan.

This set price includes all tuition, course fees, liability insurance, technology fees, graduation application fees and a physical therapist tool kit that is used throughout the curriculum.

While this plan covers the major expenses of the DPT Program, there are additional costs not included in this amount. These items are not included because they may vary based on the student's prior training, clinical site placement and decisions on what course supplies to purchase. These additional costs include the following.

- All housing and living related expenses
- Books and optional course supplies
- Parking fees
- CPR Certification
- Background checks required for clinical education
- Immunizations for clinical education
- Travel and housing during clinical education
- Graduation regalia (cap and gown)

## **Orthopaedic Physical Therapy Clinical Residency Program**

The Orthopaedic Physical Therapy Clinical Residency Program was established to prepare licensed physical therapists with advanced knowledge and clinical practice skills in the specialty areas of orthopaedic physical therapy. During this one-year program, the residents are employed by clinical sites, manage a full time patient load and receive four hours a week of mentoring from a board certified orthopaedic physical therapist. Residents also complete over 100 contact hours of didactic learning in the area of orthopaedics at St. Ambrose University. The residency program is credentialed through the American Board of Physical Therapy Residency and Fellowship Education, a branch of the American Physical Therapy Association (APTA).

The mission of this residency program is to prepare licensed physical therapists with advanced knowledge and clinical practice skills in the specialty area of orthopaedic physical therapy. Further, the program will enhance clinical reasoning skills, provide experience in teaching and presenting, reinforce use of best evidence in practice, and facilitate life-long learning.

#### **Program Goals**

The clinical residency program will:

1. Provide a curriculum and learning opportunities for credentialed post-professional residency education.
2. Provide residents a mentored practice experience by credentialed clinical faculty and experience interacting with other health care professionals specializing in orthopaedics.
3. Provide residents an environment advocating evidence-based practice and scholarly contributions in the area of orthopaedic physical therapy.
4. Ensure necessary resources for residency education to accelerate student's knowledge and skills in the orthopaedic specialty.
5. Be recognized regionally for graduates in orthopedic specialty practice.

### **Educational Objectives**

The resident graduate will:

1. Demonstrate advanced orthopaedic physical therapy patient management skills, emphasizing patient safety, intervention effectiveness and efficiency.
2. Possess highly effective interpersonal patient management skills to include compassion, written and verbal communication skills, objectivity, and an ability to address issues related to diversity (includes lifespan, gender, culture and ethnicity).
3. Demonstrate the ability to teach in patient care, community and educational settings.
4. Possess sound clinical reasoning skills and a commitment to lifelong learning.
5. Display a high level of professionalism regarding patient care, community and educational settings.
6. Be prepared as a health care practitioner capable of providing a point of entry into the health care system.
7. Utilize best available evidence in patient care and teaching.

This program is offered as an elective to graduates of the St. Ambrose professional DPT program. See DPT department for more details. Current students are encouraged to review additional program information provided on the department's website and in the Clinical Residency Program Student Handbook.

### **Residency Program Curriculum**

#### *Spring*

DPT 900: Radiology for the Physical Therapist • 2 credits

DPT 920: Adv. Musculoskeletal Therapeutics I • 4 credits

DPT 981: Clinical Residency Block I • 5 credits

DPT 982: Clinical Residency Block II • 5 credits

#### *Summer*

DPT 983: Clinical Residency Block III • 5 credits

#### *Fall*

DPT 915: Teaching Practicum II • 2 credits

DPT 925: Adv. Musculoskeletal Therapeutics II • 4 credits

DPT 984: Clinical Residency Block IV • 5 credits

## Doctoral Courses

### Business Administration

#### **DBA 901. Research Methodology • 3 credits**

This course is designed to prepare the doctoral student for the performing of significant organization science research. This includes identifying important research questions, critiquing research ideas and designs, planning substantive research investigations, and communicating research ideas and results.

#### **DBA 902. Statistical Techniques I • 3 credits**

This course is designed to prepare the doctoral student for statistical techniques utilized in organization science research. Students will learn how to choose among competing analytical techniques and execute analyses using statistical software. Major topic areas include sampling and measurement, descriptive statistics, correlation, significance tests, comparison of two groups, and linear regression.

#### **DBA 903. Statistical Techniques II • 3 credits**

This course is designed to prepare the doctoral student for advanced statistical techniques utilized in organization science research. Students will learn how to choose among competing analytic techniques and execute analyses using statistical software. Major topic areas to be covered include multivariate relationships, multiple regression, analysis of variance, analysis of covariance, logistic regression, and other advanced topics. Prerequisites: DBA 902.

#### **DBA 904. Dissertation and Design Development • 3 credits**

This course is intended to facilitate a strong start on the design of dissertations. The course focuses on concept development, structure of dissertations, development of current and focused literature reviews, and further development of academic writing skills. This course is intended to facilitate the initial development of dissertation proposals.

#### **DBA 910. Analyzing Behavior in Organizations • 3 credits**

This course is designed to introduce doctoral students to theory and research in organizational behavior. Major topic areas to be covered include individual differences, motivation, work attitudes, and individual performance.

#### **DBA 911. Managing Human Resources in a Global Environment • 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 work analysis, selection, training, performance management, and compensation.

#### **DBA 913. Developing Strategy for Competitiveness • 3 credits**

This course is designed to introduce doctoral students to theory and research in strategic management. Major topic areas covered include industry structure and strategy, firm performance,

corporate governance, acquisitions and divestitures, and innovation.

#### **DBA 930–961. Special Topics Courses • 3 credits each**

These courses are intended to channel student interest into specific research modalities, driven in part by professional specialties and student interest.

#### **DBA 970. Collegiate Teaching • 3 credits**

In this course students learn and practice the fundamentals in course design, assessment, and pedagogy appropriate for teaching business.

#### **DBA 990. Dissertation • 15 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.

## Occupational Therapy

#### **OTD 515. Occupational Justice and Foundations of Occupational Therapy • 3 credits**

An introduction to the profession of occupational therapy, covering the history, philosophy, practice settings, current status, and future trends of the profession with emphasis upon the concept of occupational justice. Discuss and analyze concepts of evidence-based reasoning, occupational participation, and ethics with reference to conduct, professional development, leadership, research, and theory development over time in conjunction with the over-arching concept of occupational justice. Specifically, founders and influential theorists will be discussed and related to the development of the current occupational therapy practice framework and scope of OT practice. Prerequisites: Admission to the OTD program.

#### **OTD 520. Occupational Therapy Process: Analyzing Occupation for Individuals and Groups • 3 credits**

Students exposed to the occupational therapy process through learning the occupational therapy practice framework and how to use it with individuals and groups. This course provides an introduction to professional terminology and the formulation of reasoning processes necessary for occupational therapy practice. Prerequisites: Admission to the OTD program.

#### **OTD 525. Assessment • 3 credits**

Evaluation is the essential foundation of the OT process that consists of conducting an occupational profile and analysis of occupational performance. Theories, models of practice, and frames of reference are used to inform and guide choices in assessment to complete an analysis of occupational performance and then ascertain clients' needs, problems and concerns related to occupational performance. Students will learn to critically examine assessments. Evidence-based practice is introduced as a foundational skill. A thorough understanding of the assessment selection and use process, including administration, interpretation, and utilization of assessment findings within the

occupational therapy process to reach identified client goals, is the focus. At the end of this course students will be able to locate, evaluate, and determine how and why assessments are utilized in the occupational therapy process. Prerequisites: Admission to the OTD Program.

**OTD 530. Applied Neuroscience for Occupational Therapy • 3 credits**

Introduction to the neurological foundations of human performance, behavior, and emotion. The structure of the nervous system and the theories of the nervous system organization along with the pathophysiology and management of various neurological disorders will be introduced through lecture and lab experiences. Prerequisites: Admission to the OTD program.

**OTD 540. Analyzing Movement in Occupational Performance • 3 credits**

Build upon previous knowledge of the structure and function of the human body by examining the musculoskeletal system in greater depth. This will include the study of the active and passive structures and the forces that impact human movement. Apply knowledge of the human body to occupational therapy assessments of strength, range of motion, and analysis of movement. Gain an appreciation of how limitations in these areas will impact an individual's ability to engage in occupation. This increased knowledge will lay the groundwork for higher-level analysis of abnormal movement patterns and treatment interventions in subsequent coursework. Prerequisites: Admission to the OTD program.

**OTD 550. Interventions IA: Interventions with Individuals with Motor and Sensory Dysfunction to Promote Occupational Engagement • 5 credits**

First of six interventions designed to critically examine the OT process, client factors, assessment and intervention strategies to promote occupational engagement across the lifespan. Emphasis is placed on understanding theoretical constructs to guide assessment and intervention strategies. Use theories, models and frames of reference based on developmental, biomechanical, and rehabilitative content. Understanding of the motor and sensory systems, and theoretical constructs will guide assessment and intervention strategies. Focus on the occupational impact that development, disease, and injury can have for individuals across the lifespan. Specifically examine typical and atypical functioning, foundational skills for motor and sensory assessment and treatment, and the impact of these deficits on occupational participation. Prerequisites: Completion of the first semester of OTD curriculum.

**OTD 551. Interventions IB: Interventions with Individuals with Motor and Sensory Dysfunction to Promote Occupational Engagement • 5 credits**

Continuation of OTD 550. This second intervention utilizes theories, models and frames of reference based on sensorimotor, motor planning, and motor learning content. Emphasis is placed on understanding of the visual and neuromuscular systems, and theoretical constructs will guide assessment and intervention

strategies. Focus will be placed on the occupational impact that development, disease, and injury can have for individuals across the lifespan. Integration of all concepts from the first two intervention courses will be used to complete case-based learning modules. Prerequisites: OTD 550.

**OTD 555. Critical Inquiry I • 3 credits**

Use professional knowledge and evidence to inform OT practice with a particular emphasis on motor, sensory, and neuromotor client factors that support occupational performance. Use critical reasoning through case-based learning to examine the literature and solve issues related to theories, conditions, assessment, needs, and interventions covered in Interventions IA and IB. Students are encouraged to search literature in their area of interest, building the foundation for their culminating doctoral project with evidence focused on these client factors as they seek to relate theory to practice. Co-requisites: OTD 550, 551.

**OTD 560. Field Work IA: Fieldwork and Experiential Learning • 3 credits**

Integrate information learned in OT courses through field and classroom experiences. Fieldwork will correlate with the intervention courses and focus on using the OT process to assess an individual's motor, sensory, and neuromotor factors. Discuss and synthesize experiences emphasizing how motor, sensory, and neuromotor factors observed in fieldwork impact occupational performance. Learn to develop positive professional works skills and behaviors, exhibit ethical integrity, identify the roles of occupational therapists, and understand that occupational therapy process emphasizing person, environment, and occupational performance factors. Pass/Fail course. Students must pass to progress through the OT program. Prerequisites: Good academic standing in all previous and current OTD coursework. All fieldwork health and training requirements complete.

**OTD 575. OT Research Methods • 3 credits**

Explore quantitative and qualitative research methodologies. Examination of the aim and priorities or research related to the profession, the range of research, characteristics of effective scientific inquiry and the necessity of evidence based practice to the profession of occupational therapy will be studied. An important emphasis is ethics in research and an understanding of the relationship obligations between researchers and people involved as participants in research. Prerequisites: Statistics course; Completion of Year 1 in the OTD Program.

**OTD 580. Leadership and Management in OT Practice • 3 credits**

Learn how to complete needs assessments to design and implement programs to address health needs of individuals and populations as well as outcomes assessments to determine program impact in order to influence policy and program development. Prerequisites: Completion of Year 1 in the OTD Program.

**OTD 600. Interventions IIA: Interventions with Individuals with Barriers in Areas of Visual, Perceptual, Cognitive,**

**Psychosocial, or Spiritual to Promote Occupational Engagement • 5 credits**

This is the third of a series of six interventions designed to critically examine the OT process, client factors, assessment and intervention strategies to promote occupational engagement across the lifespan. Building on the concepts of Interventions IA and IB this course emphasizes the integration of the sensory, motor, visual, perceptual, and cognitive systems. An understanding of theoretical constructs to guide assessment, intervention strategies, and discharge planning with a focus on cognitive, visual perceptual and sensory processing theories to promote occupational engagement and participation across the lifespan is addressed. Students will examine typical and atypical functioning and disability and the impact on occupational participation. Prerequisites: Successful completion of Interventions IB course work, OTD 551.

**OTD 601. Interventions IIB: Interventions with Individuals with Barriers in Areas of Visual, Perceptual, Cognitive, Psychosocial, or Spiritual to Promote Occupational Engagement • 5 credits**

The fourth of six Intervention courses designed to critically examine the OT process, client factors, performance skills and patterns. Theoretical constructs guide assessment, intervention, and discharge planning with a focus on cognitive, cognitive-behavioral and behavioral theories to promote occupational engagement and participation across the lifespan. Students learn about the psychosocial, spiritual, social, and cognitive client factors that impact typical and atypical functioning, and disability. Impact upon occupational participation and remediation of occupational injustices are addressed. Prerequisite: Successful completion of Interventions IIA, OTD 601.

**OTD 605. Critical Inquiry II • 3 credits**

Continue to use literature and critical reasoning to anticipate the OT Process with a particular emphasis on psychosocial, cognitive, visual perception and spiritual client factors that support occupational performance. Examine literature and solve issues related to theories, conditions, assessment, needs, and interventions. Students will continue to develop and modify their individualized goals supporting their culminating doctoral project by adding literature examining these client factors as pertinent to their interest area. Co-requisites: OTD 600, 601.

**OTD 625. Scholarship I • 2 credits**

Develop a scholarship agenda that will support the development of their culminating project. Students search literature, develop a research proposal, implement a process of scholarly study, and write scholarly reports as individuals or in small groups. Finalize a research proposal, literature review and begin implementation. Prerequisites: OTD 575, 580.

**OTD 630. Field Work IB: Fieldwork and Experiential Learning • 3 credits**

Continuation of OTD 560. Focus on analyzing the psychosocial, cognitive, and spiritual factors of clients using the OT process in class and field experiences. Discuss and synthesize their

experiences emphasizing how psychosocial, cognitive, and spiritual factors impact occupational performance and participation across the lifespan. Pass/Fail course. Students must pass to progress through the OT program. Prerequisites: Good academic standing in all previous and current OTD coursework. All fieldwork health and training requirements complete.

**OTD 650. Interventions IIIA: Impact of Context and Environment on Occupational Engagement • 4 credits**

This is the fifth of a series of six interventions designed to critically examine how the environment impacts occupational participation across the lifespan. Students will examine how the context and environment may alter the assessment of client factors, treatment planning, intervention strategies, and discharge planning in various practice settings. This course emphasizes environmental theories and models of service provision. Students will understand how clients access the continuum of care including treatment progression, discharge planning and termination of services provided by OT practitioners as part of an interprofessional team. Beyond direct intervention, students will gain an appreciation of the complex issues facing individuals, families, and communities. Prerequisites: Successful completion of Interventions IIB, OTD 601.

**OTD 651. Interventions IIIB: Impact of Context and Environment on Occupational Engagement • 4 credits**

This is the final of a series of six interventions designed to critically examine how the environment impacts occupational participation in emerging practice settings, primary care, health promotion, evolving technologies, and community-based programs. This course emphasizes health promotion theories and emerging models of service provision. Focus is on health, wellness, and prevention services in direct care, community-based settings, and population-based health care. Emphasis is placed on the role of OT as a coach, consultant, and advocate for occupational justice and an understanding of the impact that complex conditions can have for individuals, families, and communities across the lifespan. The final learning module applies content to prevention and population-based health issues. Prerequisite: Successful completion of Interventions IIIA, OTD 650.

**OTD 655. Critical Inquiry III • 3 credits**

Build upon reasoning skills and knowledge of the OT Process to understand how contextual and environmental factors, along with client factors, will impact occupational performance. Use critical reasoning to examine the literature and solve issues related to theories, conditions, assessment, needs, and interventions covered in Interventions IIIA and B. Students finalize individualized objectives and continue to examine literature to support knowledge in their area of interest to carry forward into upcoming coursework and develop a model connecting theory to practice. Co-requisites: OTD 650, 651.

**OTD 660. Field Work IC: Fieldwork Seminars and Experiential Learning • 3 credits**



Expand understanding of the OT process and all the Person, Environment, and Occupational Performance factors to a variety of practice settings and environments. The course will correlate with Interventions IIIA and B course focusing on the environmental impact on occupational performance and population interventions to promote successful engagement in occupations. Pass/Fail. Students must pass to progress through the OT program. Prerequisites: Good academic standing in all previous and current OTD coursework. All fieldwork health and training requirements complete.

#### **OTD 675. Scholarship II • 2 credits**

The emphasis of this second Scholarship course will be on implementation, analysis, and completion of the research proposal designed to support the culminating project. Students search literature, implement a process of scholarly study, and write scholarly reports as individuals or in small groups. Prerequisites: OTD 625.

#### **OTD 705. Doctoral Project Proposal • 3 credits**

Solidifies the advanced knowledge gained through the Critical Inquiry courses into a specific doctoral project proposal. Expand reasoning skills and knowledge of the OT Process to understand the elements of their individual interest and how those impact occupational performance, participation, and overall health and wellness. Prerequisites: OTD 655.

#### **OTD 725. Scholarship III (Optional) • 2 credits**

Intended for specialized continued scholarship as indicated by a student's culminating doctoral project needs and as guided by their project mentor and committee. Define individualized objectives in collaboration with their culminating doctoral project mentor and mentoring team. Prerequisites: OTD 675.

#### **OTD 726. Special Topics (Optional) • 1-3 credits**

Explore in greater depth an interesting aspect of occupational therapy. Course offered individually or in small groups. Topics determined by faculty mentors and students. Course may be repeated if topics are different. Pass/fail. Prerequisites: Instructor Approval.

#### **OTD 730. Level II Fieldwork • 6 credits**

Demonstrate entry-level competency as an occupational therapy professional. These experiences should allow the student to impact the health of their clients through the application of occupational justice; promote evidence-based reasoning and ethical integrity, while enabling practice to develop their competency and professionalism as an occupational therapist. Prerequisites: Good academic standing in all previous and current OTD coursework. All fieldwork health and training requirements complete.

#### **OTD 735. Level II Fieldwork • 6 credits**

Continuation of OTD 730. Prerequisites: OTD 730; All fieldwork, health and training requirements complete.

#### **OTD 750. Doctoral Project • 3 credits**

Present the culminating doctoral project which reflects a synthesis of advanced knowledge connecting theory to practice. Additionally, students finalize learning objectives, supervisory plans, and outcomes for their Experiential Component which will provide the opportunity to utilize advanced skills that impact practice in a way that supports the distinct value of OT in the lives of clients and communities. Use critical reflection on the didactic coursework and practice experience encountered in Level II Fieldwork to anticipate the roles the student will take on in the Experiential Component. Take a comprehensive exam that must be passed to complete the course. Prerequisites: Completion of Level II Fieldwork.

#### **OTD 800. Experimental Component • 8 credits**

A 16-week experiential placement with objectives, supervision, and outcomes. The experience objectives are individualized to focus advanced skills in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. The individualized objectives will at a minimum address a link to the domain of OT, occupational justice, occupational engagement of clients (individuals, groups, or populations) and require the use of critical thinking, evidence, and professionalism to both advocate for OT and help student explore a role beyond generalist. Prerequisites: Successful completion of all coursework, Level II Fieldwork, and Competency Exam.

### **Physical Therapy**

#### **DPT 500. Human Gross Anatomy • 5 credits**

In-depth study of human anatomy as it applies to the practice of physical therapy. Lectures are complemented by student-performed regional dissection of human cadavers, instructor-prepared prosections, and computer-assisted instruction. Emphasis is placed on examining the relationship between the musculoskeletal, neuromuscular, and vascular systems of the body. Prerequisites: Acceptance into DPT program; instructor consent. Corequisites: DPT 500L.

#### **DPT 515. Professional Seminar • 0 credit**

Introduces resources valuable to becoming an effective graduate student and adult learner. Focus on preparing for successful completion of clinical education experiences and use of available resources.

#### **DPT 520. Pathology and Medical Management I • 3 credits**

Explore the nature and cause of disease, as well as the current medical management and role of the therapist in the treatment of human disease. Identify the structural and physiologic changes caused by a variety of human diseases. Emphasis given to clinical presentation, etiology, pathophysiology, and current medical management of each disease discussed. The physical therapist's role in the management of these diseases will be presented. Discuss diseases in relation to organ systems after discussing basic pathologic principles including infectious, endocrine, integument, cardiovascular, hematological,

respiratory, pediatric, musculoskeletal and neurological.

**DPT 525. Pathology and Medical Management II • 2 credits**

Continuation of DPT 520. Consistent themes of clinical presentation, etiology, pathophysiology, and current medical management of each disease, as well as the role of the physical therapist, continue to be emphasized. DPT 525 adds medical management of additional diseases in the musculoskeletal, neurological, gastrointestinal, and genitourinary systems.

**DPT 530. Kinesiology/Biomechanics • 5 credits**

An introduction to factors influencing human normal and pathological motion directed toward rehabilitation. Scientific, biomechanical, structural, physiological, and anatomical principles underlying human tissues and their influence on motion will be studied. Explore techniques and applicability of analysis to normal and pathological motion. Content and sequence of this course parallel with DPT 500 and DPT 560 and runs simultaneous with DPT 532. Corequisites: DPT 530L.

**DPT 531. Functional Anatomy • 1 credit**

Provide students with the knowledge and psychomotor skills necessary to successfully use and document these basic forms of assessment – visual observation and manual palpation of anatomical landmarks, examination of joint mobility and range of motion, and testing of the muscular strength and performance – in clinical practice.

**DPT 540. Neuroanatomy and Neurophysiology • 5 credits**

An in-depth overview of neuroanatomy and neurophysiology with special emphasis on relationships to both normal human function and dysfunction resulting from mal-development or injury to the nervous system. Correlated laboratories will introduce procedures used for the clinical examination of sensory and motor systems.

**DPT 550. Introduction to Physical Therapy • 3 credits**

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. Examine select professional issues and societal needs for their impact upon physical therapy and society.

**DPT 560. Physical Therapy Procedures I • 3 credits**

Learn how to perform an evaluation of a patient and begin to develop a treatment plan. Develop skills for: the basics of a subjective evaluation, tests/measures/screens for mental status, vitals (blood pressure, respiratory rate and pulse rate), skin integrity, basic sensation/coordination/balance, general joint range of motion/muscular strength screening bed mobility, transfers, assistive devices related to gait, gait training. Further skills include the design and implementation of: balance/coordination, muscle strength, power and endurance, flexibility, and stabilization training. Emphasis will be placed on

rationale for exercise prescription, physiological systems trained, proper performance of techniques, appropriate monitoring of response to exercise, and adjustment of training dosage. Corequisites: DPT 560L.

**DPT 570. Physical Agents • 4 credits**

Focus on the physical and physiological basis for safe, effective use of therapeutic physical agents, including massage, mechanical compression, heat and cold, hydrotherapy, ultraviolet light laser, biofeedback, and electricity. Theoretical models for understanding basis for pain are introduced. Emphasis is placed on developing clinical rationales/decision making/problem solving.

**DPT 580. Clinical Education • 2 credits**

First of seven clinical education experiences when the student is to integrate academic materials and practice psychomotor skills including patient examination, assessment, interventions, and documentation that have been presented to date in the curriculum. Observe, discuss and assist the Clinical Instructor with examinations and interventions that have not yet been presented in class. A full-time, two-week experience under supervision by his/her Clinical Instructor.

**DPT 581. Clinical Education • 0 credit**

This course continues with some of the themes introduced in DPT 515-Professional Seminar, but with an emphasis on utilizing clinical education resources in preparation for future clinical experiences and internships.

**DPT 582. Clinical Education • 3 credits**

Second of seven clinical education experiences during which student is to integrate academic materials and practice psychomotor skills including patient examinations, assessment, interventions, and documentation, which have been presented to date in the curriculum. The student is also expected to observe, discuss, and assist the Clinical Instructor with examinations and interventions that have not yet been presented in class. A full-time, three-week experience under supervision by his/her Clinical.

**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**

Examine psycho/social/emotional issues, which have impact on high quality patient/client care. Influences on effective patient/client/ therapist communication, patient/client motivation and compliance/adherence, and goal attainment will be assessed. Roles of physical therapists as collaborators, consultants,

teachers and care supervisors for patients/clients with a range of psycho-social needs will be discussed. Strategies for identification/prevention of professional/care giver burnout will be presented.

**DPT 605. Teaching Practicum • 1-3 credits**

Elective offered to physical therapy students desiring to gain experience in academic teaching. It consists of seminars and supervised academic teaching experiences focusing on issues related to the development of effective teaching skills. Assist the instructor in the design, set-up and presentation academic of lectures and laboratories to underclassmen within the physical therapy program.

**DPT 620. Musculoskeletal Therapeutics • 5 credits**

Addresses patients with musculoskeletal conditions. A quadrant (upper and lower) approach to instruction and testing is used in this course. Differentiation is a key theme for the musculoskeletal sequence with emphasis on clinical reasoning (signs and symptoms approach). Interventions include patient education, appropriate modalities and therapeutic exercise for the entire musculoskeletal system and manual therapy for the extremity joints. The desired outcome is a return to patient's highest level of function with consideration of lifespan, cultural, and the patient's individual goals. Corequisites: DPT 620L.

**DPT 630. Neuromuscular Therapeutics • 5 credits**

Focus on the physical therapy management of adult patients with neuromuscular disorders related to injury (e.g., cerebral vascular accident, traumatic brain injury, spinal cord injury) or degeneration (e.g., Parkinson's disease, multiple sclerosis) of central and peripheral components of the neuromuscular system. Elements related to examination, evaluation, diagnosis, prognosis, intervention, and outcomes will be highlighted. Concepts related to motor control and motor learning will be incorporated throughout the course. Related research will be used to support interventions and assessment of outcomes. Prerequisites: PSYC 540.

**DPT 635. Clinical Exercise Physiology • 3 credits**

Focus 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. Review essentials of human physiology and exercise physiology to prepare the student for DPT 640.

**DPT 640. Cardiopulmonary Therapeutics • 3 credits**

Covers tests, measures, and interventions used by physical therapists for patients and clients with or at risk for cardiovascular and pulmonary impairments. Emphasis is placed on techniques and theories of patient management across the lifespan. Corequisites: DPT 640L.

**DPT 645. Pediatric Therapeutics • 2 credits**

Focuses on the physical therapy management of pediatric patients with neuromuscular disorders related to complications of prematurity (e.g., PVL, IVH), injury (e.g., cerebral palsy, myelomeningocele), or genetics (e.g., Down syndrome)

affecting central and peripheral components of the neuromuscular system. Elements related to examination, evaluation, diagnosis, prognosis, intervention and outcomes will be highlighted. Emphasis is on an understanding of the child within the context of his/her family, community, culture and larger social systems. Identify frameworks for clinical decision making and use them to guide learning and problem solving throughout the course. Concepts related to motor control and motor learning will be incorporated throughout the course. Related research will be used to support interventions and assessment of outcomes. Prerequisites: PSYC 540.

**DPT 650. Evidence Based Practice I • 3 credits**

This course is part of a course series that covers topics relevant to clinical research and the principles of evidence-based practice. Topics include research design, sound measurement principles, basic descriptive statistics, and an introduction to the efficient use of information systems to conduct clinical research and answer clinical questions. A major portion of the course will emphasize the critical appraisal and synthesis of the findings of clinical research. Information is presented to enhance the student's understanding of the scientific method and clinical research.

**DPT 660. Professional Practice in Physical Therapy • 3 credits**

Last in a series of courses about 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**

Introduction to concepts of orthotic and prosthetic management of patient conditions. Themes include lifespan, cultural, financial issues and patients own individual goals in helping the patient achieve their highest level of function. Learn psychomotor skills in laboratory such as taping, total contact casting, residual limb wrapping, and therapeutic exercise.

**DPT 674. Integumentary Therapeutics • 1 credit**

Focuses on patient/client management for individuals who have integumentary issues or diagnoses. These elements include: examination (tests & measures), evaluation, diagnosis, prognosis/plan of care and interventions. Emphasis is placed on development of clinical rationales/decision making/problem solving. Other issues and roles for the physical therapist in integumentary management will also be presented: prevention, promotion of health/wellness/fitness, consultation, education, critical inquiry, administration and appropriate use of support staff. Specific areas of wound/skin management that will be covered are: the normal healing process, various types of wounds, factors that impede healing, wound/patient evaluation, debridement/irrigation, dressings, modalities/physical agents and documentation and reimbursement.

**DPT 680. Clinical Education • 2 credits**

Third 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. Observe, discuss and assist the Clinical Instructor with examinations and interventions that have not yet been presented in class. A full-time, two-week experience with supervision by his/her Clinical Instructor.

**DPT 700. Evidence Based Practice II • 1 credit**

This course is the second in a four 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. Specific topics include interpretation of research evidence regarding diagnosis, outcome measures, the patient experience (qualitative studies), and cost effectiveness. Students will also develop their skills for synthesizing and communicating research evidence.

**DPT 710. Evidence Based Practice III • 1 credit**

This is the third of a four part series designed to develop physical therapists who use evidence based practice throughout their careers. This course will focus on application of various forms of evidence to clinical questions and situations. Students will apply the knowledge and skills learned from parts I and II with other sources of evidence (patient preferences/circumstances and clinical expertise). Specific topics include interpretation and application of research evidence regarding diagnosis, prognosis, outcome measures, intervention, the patient experience, (qualitative studies), and cost effectiveness. Students will also develop their skills for synthesizing and communicating research evidence to patients and other entities. Patient situations across the movement system will be incorporated in the course. Prerequisites: DPT 650, 700.

**DPT 715. Evidence Based Practice IV • 1 credit**

This is the final course of a four part series designed to develop physical therapists who use evidence based practice throughout their careers. This course will develop advanced skills for EBP as it applies to complex patient presentations. Students will also develop and present evidence of their knowledge, skills, and abilities in applying evidence-based practice to patient management in a clinical setting. Specific topics include interpretation of research evidence about diagnosis, prognosis, outcome measures, intervention, the patient experience (qualitative studies), and cost effectiveness. Students will also develop their skills for synthesizing and communicating research evidence to patients and other entities. Complex patient situations across the movement system will be incorporated in the course. Prerequisites: DPT 650, 700, 710.

**DPT 720. Musculoskeletal Therapeutics II • 3 credits**

Second in a two-course sequence building on DPT 620.

Consistent themes of quadrant approach, clinical reasoning, lifespan, cultural competence, and patient first approach continue to be emphasized. Learn a more in-depth approach to the spine and temporo-mandibular joints. Learn manual therapy to include thrust manipulation (thoracic and lumbar spine). Incorporation of concepts of bracing and are also integrated in this course.

**DPT 760. Physical Therapy Procedures II • 3 credits**

Presentation of 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.

**DPT 780. Clinical Education • 2 credits**

Fourth 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. The student will observe, discuss, and assist the Clinical Instructor with examinations and interventions that have not yet been presented in class. A full-time, two-week experience with supervision by his/her Clinical Instructor.

**DPT 781. Clinical Education • 8 credits**

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). A full-time, eight-week experience with supervision by his/her Clinical Instructor.

**DPT 782. Clinical Education • 8 credits**

Sixth of seven clinical education experiences. 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 by his/her Clinical Instructor.

**DPT 784. Clinical Education • 10 credits**

The last clinical education experience. 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 by his/her Clinical Instructor.

**DPT 800. Applied Anatomy and Physiology • 2 credits**

Help students understand and apply anatomical and physiological principles that influence physical therapy practice. Information will build upon prior basic and clinical science course work. An emphasis will be placed on understanding how

systemic and cellular adaptations that result from both intrinsic (e.g.: disease, aging) and extrinsic factors (e.g.: injury, training, and pharmacologic intervention) influence rehabilitation. Examples will cross all major practice pattern categories (musculoskeletal, neuromuscular, cardiopulmonary, and integumentary) and the life-span. Students will integrate this knowledge into examination, evaluation, and the development of care plans.

**DPT 810. Advanced Diagnostics • 2 credits**

Examine diagnostic testing procedures used in the evaluation of patients with acute and chronic disorders and disease processes. Focus on the type of information gained in imaging procedures, clinical laboratory testing, and patient examination by various medical specialists. Physician/physical therapist consultative and referral relationships will be emphasized.

**DPT 820. Differential Diagnosis • 2 credits**

Enhance the student's ability to develop pattern recognition skills for conditions of diseases across the human body systems. Hypothesis development and testing as pertains to the physical therapy differential diagnosis will be emphasized. Addresses appropriate physical therapist interventions, to include referral for conditions or diseases that are not within a physical therapist's scope of practice. Cases of patients having multiple conditions will be used so that students must determine which conditions or disease drives interventions.

**DPT 830. Management of the Medically Complex Patient • 1 credit**

Learn to perform thorough physical therapy examinations and develop effective care plans for medically complex patients. Building upon an understanding of relevant pathophysiology, the learner will be challenged to integrate the findings of laboratory tests, diagnostic testing, medical treatment, and procedures, as well as, information gained from the patient, their families, and other members of the health care team into the decision making process. A case study format will be used to address multiple system impairments across the lifespan and continuum of care.

**DPT 835. Portfolio Project • 0 credits**

The purpose of the Portfolio Project is for students to capture and reflect upon their growth into highly competent physical therapists ready for contemporary practice. The Portfolio Project will provide a mechanism for students to collect artifacts that demonstrate their growth, self-reflect and discuss their development, and use the peer review process to mentor others in their growth. The project will focus on the areas of Clinical Practice/Patient Management, Professionalism, Leadership/Professional Development and Service. Students will complete formative activities throughout the curriculum. At the completion of the course and the curriculum, students will share their final product with faculty and create a summative digital presentation of their portfolio to disseminate to their peers and professional colleagues. Prerequisites: Successful completion of all prior courses in the DPT curriculum and in the final semester of the DPT curriculum.

**DPT 900. Radiology for PT • 2 credits**

Enhance the physical therapist's knowledge of the principles, procedures, and interpretation of selected diagnostic imaging techniques, within the context of orthopaedic physical therapy practice. 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.

**DPT 910. Teaching Practicum I • 2 credits**

First of two courses giving residents instruction experience in orthopaedics. Primary responsibilities will be to serve as lab assistants, but students will gain experience in demonstration, lecture, and practical assessment of professional students within the musculoskeletal courses in the professional curriculum. Each resident will average four hours per week in a laboratory setting during the spring semester. Prerequisites: Instructor consent.

**DPT 915. Teaching Practicum II • 2 credits**

Continuation of DPT 910. Prerequisite: Instructor consent.

**DPT 920. Advanced Musculoskeletal Therapy I • 4 credits**

Explore patient examination, evaluation, intervention, prognosis and physical therapy diagnosis for a patient with an upper quadrant musculoskeletal disorder. Didactic and laboratory instruction will include some review of professional DPT musculoskeletal material, with emphasis placed on enhancing skills, particularly clinical reasoning skills, from that level. The resident will be expected to prepare and present current patient cases related to the body region currently being covered. Prerequisites: Instructor consent.

**DPT 925. Advanced Musculoskeletal Therapy II • 4 credits**

Continuation of DPT 920. The resident will be expected to prepare and present current patient cases related to the lower quadrant. Lab sessions will involve specific hands on techniques related to the body region currently being covered. Prerequisites: Instructor consent.

**DPT 930. Special Topics in Orthopaedic Physical Therapy • 1-3 credits**

Advanced level course focused on a particular topic in orthopaedic physical therapy not covered in regular course work. Each offering will vary depending on the topic and will employ lecture, laboratory experiences, select readings, case reports, or presentations. Prerequisites: Admission to the Orthopaedic Clinical Residency Program.

**DPT 981. Clinical Residency Block I • 5 credits**

First of four, three-month (approximately 60 days) clinical residency internships with rotations at various centers and mentored by an individual with specialization credentials in orthopaedic physical therapy. During this block the resident will be involved in patient care for 44 hours per week, 40 hours treating patient with musculoskeletal disorders supervised by the clinical specialist and at least 4 hours under direct supervision. The resident will average 1 hour per week with physicians in

various specialty areas. Prerequisites: Instructor consent.

**DPT 982. Clinical Residency Block II • 5 credits**

Continuation of DPT 981. Prerequisites: Instructor consent.

**DPT 983. Clinical Residency Block III • 5 credits**

Continuation of DPT 982. Prerequisites: Instructor consent required.

**DPT 984. Clinical Residency Block IV • 5 credits**

Continuation of DPT 983.