



S'Ambrose University
CATALOG 2003-2005

Saint Ambrose University

2003-2005 Catalog

CollegeSource

Visit Career Guidance Foundation at <http://www.collegesource.org>

Copyright & Disclaimer Information

Copyright© 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003 Career Guidance Foundation

CollegeSource digital catalogs are derivative works owned and copyrighted by Career Guidance Foundation. Catalog content is owned and copyrighted by the appropriate school.

While the Career Guidance Foundation provides information as a service to the public, copyright is retained on all digital catalogs.

This means you may NOT:

- distribute the digital catalog files to others,
 - “mirror” or include this material on an Internet (or Intranet) server, or
 - modify or re-use digital files
- without the express written consent of the Career Guidance Foundation and the appropriate school.

You may:

- print copies of the information for your own personal use,
- store the files on your own computer for personal use only, or
- reference this material from your own documents.

The Career Guidance Foundation reserves the right to revoke such authorization at any time, and any such use shall be discontinued immediately upon written notice from the Career Guidance Foundation.

Disclaimer

CollegeSource digital catalogs are converted from either the original printed catalog or electronic media supplied by each school. Although every attempt is made to ensure accurate conversion of data, the Career Guidance Foundation and the schools which provide the data do not guarantee that this information is accurate or correct. The information provided should be used only as reference and planning tools. Final decisions should be based and confirmed on data received directly from each school.



St. Ambrose University • 518 West Locust • Davenport Iowa 52803
Admissions • 563/333-6300 or 800/383-2627 • admit@sau.edu
Graduate Studies • 563/333-6308 or 888/622-1728 • gradprog@sau.edu
ACCEL Program • 563/441-9500 or 888/222-3578 • accel@sau.edu
www.sau.edu

Table of Contents

General Information

About the Catalog	6
Recognition	6
Mission of St. Ambrose University	7
Beliefs of St. Ambrose University	7
History of St. Ambrose University	7
St. Ambrose Campus	8
Policy on Access to Student Information	9
Non-Discrimination Policy	9
Endowed Chairs	9
St. Ambrose University Calendar	12

Student Life and Support Services

Academic Advising	16
Athletics	16
Bookstore and Coffee House	16
Campus Ministry	16
Career Center	16
Children’s Campus Child Care Center	17
Food Service	17
Internships and Cooperative Education	17
Mentor Program	17
New Student Seminar	17
O’Keefe Library	17
Performing Arts Series	17
Services for Students with Disabilities	18
Student Services Division	18
Student Success Center	19
Testing Services	20
Tutoring	20

Admissions

Undergraduate Admission Requirements	20
Admission as:	
First Year Student	20

Transfer Student	21
Temporary (Guest) Student	21
Home School Student	21
Admission with a GED Test Certificate	21
Early Enrollment of	
High School Students	21
Admission as a Non-Degree Student	22
International Students	22
Application Procedures	22

Finance

Procedures for Financial Aid and	
Scholarship Applicants	23
Scholarships	24
Loans	24
Grants	24
University Employment	25

Expenses

Tuition	27
Board	27
Room	27
Special Expenses	28
Course Fees	28
Resident Students	29
Retired Learners	29

Degree Information

Degrees	30
Degree Requirements	30
Bachelor of:	
Arts	30
Science	33
Music Education	33
Elected Studies	33
Applied Management Technology	33
Special Studies	33
Business Administration	34

Table of Contents

Exceptions to Degree Requirements	34	ACCEL Program	
Courses that Meet the		ACCEL Program	47
General Education Requirements	34	Policy on Students Enrolling in Campus and	
Humanities	34	ACCEL Courses	47
Creative Arts	36	Seminary	
Social Sciences	36	Seminary	48
Natural Sciences	36	Undergraduate Programs and Course Descriptions	
Academic Information		Accounting	52
Assessment	37	Applied Management Technology	53
Policies on Credit by Transfer		Art	55
and Other Means	37	Astronomy	59
Accelerating Progress Toward a Second		Biology	59
Bachelors Degree	38	Business	62
Classification of Undergraduate Students	39	General Business	64
Statement of Major	39	Economics	64
Application for Graduation	39	Finance	65
Graduation Honors	39	International Business	67
Course Numbers	40	Management	67
Undergraduate Class Load	40	Marketing	68
Graduate Class Load	40	Business Administration	69
Class Attendance	40	Business Administration/Accounting	69
Undergraduate Grading System	40	Catholic Studies	71
Dean’s List	42	Chemistry	71
Pass/No Pass Option	42	Communication	74
Auditing	42	Computer and Information Sciences	78
Retaking a Course	42	Cooperative Education	81
Second Grade-Option	42	Criminal Justice	81
Change of Registration	43	Education	84
Withdrawal from the University	43	Elected Studies	99
Satisfactory Progress, Probation		Engineering	100
and Dismissal	43	English	101
Policy on Academic Dishonesty	44	General Science	105
Transcripts	45	Geography	106
St. Ambrose University Organization	45		
Special Programs	46		

Health, Physical Education and Sport Science	106	Graduate Class Load	170
History	113	Graduate Education Academic Policies	170
Industrial Engineering	115	Graduate Student Government	174
Information Literacy	119	Graduate Expenses	174
Irish Studies	119	Tuition Refunds	174
Languages and International Studies	120	Graduate Programs and Course Descriptions	
French	121	Master's Programs:	
German	122	Accounting	178
Greek	123	Business Administration	181
Latin	123	Business Administration in Health Care	189
Spanish	123	Criminal Justice	193
Learning Skills	125	Juvenile Justice Education	194
Mathematics	126	Educational Leadership	196
Music	128	Special Education	200
Natural Science	132	Disabilities Services	200
New Student Seminar	132	Occupational Therapy	209
Nursing	133	Organizational Leadership	219
Peace and Justice	139	Pastoral Studies	225
Philosophy	139	Science in Information Technology	
Physics	142	Management	231
Political Science	144	Social Work	234
Public Administration	145	Graduate Programs and Course Descriptions	
Psychology	147	Doctoral Programs:	
Service Learning	153	Business Administration	244
Sociology	153	Physical Therapy	245
Special Studies	157	Directories	
Theatre	157	Board of Directors	262
Theology	160	Administration	264
Women's Studies	167	Faculty	265
Graduate Information		Courses Cross Referenced	278
Academic and General Information	170	Course Codes	280
Degrees	170	Index	
Degree Requirements	170	Index	284

General Information

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

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

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

Studies at St. Ambrose University can lead to the following degrees: Bachelor of Applied Management Technology, Bachelor of Arts, Bachelor of Business Administration, Bachelor of Education, Bachelor of Elected Studies, Bachelor of Music Education, Bachelor of Science, Bachelor of Science in Industrial Engineering, Bachelor of Science in Nursing, Bachelor of Special Studies, Master of Accounting, Master of Business Administration, Master of Business Administration in Health Care, Master of Criminal Justice, Master of Criminal Justice in Juvenile Justice, Master of Education in Disability Services, Master of Education in Educational Leadership, Master of Education in Special Education, Master of Occupational Therapy, Master of Organizational Leadership, Master of Pastoral Studies, Master of Science in Information Technology Management, Master of Social Work, Doctor of Business Administration and Doctor of Physical Therapy.

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

About the Catalog

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

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

Recognition

St. Ambrose is accredited by the Commission on Institutions of Higher Education by the North Central Association of Colleges and Schools (since 1927).

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

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

St. Ambrose holds membership in American

Association of Colleges for Teacher Education, American Council on Education, Association for Continuing Higher Education, Association of Catholic Colleges and Universities, Association of Liberal Arts College of Teacher Education, Council of Independent Colleges, Iowa Association of Colleges of Teacher Education, National Association of Independent Colleges and Universities, and Service Members Opportunity Colleges.

St. Ambrose is a non-profit educational and scientific organization and is so recognized by the Internal Revenue Code of 1954.

Mission of St. Ambrose University

St. Ambrose University is an independent, diocesan, Catholic institution of higher learning. The University facilitates learning, especially through quality instruction in the liberal arts along with pre-professional, professional, career preparation and a variety of life-long learning programs.

St. Ambrose University grants baccalaureate degrees, graduate degrees in professional curricula, as well as non-degree offerings at the undergraduate and graduate levels. The University offers programs and courses at its main campus in Davenport and at other locations in the State of Iowa. The University also offers programs through collaborative agreements with other institutions and through distance learning.

St. Ambrose University stresses excellence in teaching and learning in an environment which fosters mutual respect. Research and public service are encouraged. The University offers focused developmental and enrichment programs to meet the individual needs of its diverse students.

The mission of St. Ambrose University is to enable all its students to develop intellectually, spiritually, ethically, socially, artistically, and physically in order to enrich their own lives and the lives of others.

Beliefs of St. Ambrose University

St. Ambrose University, rooted in the Catholic tradition, believes in the inherent God-given dignity and worth of every individual.

As a community of faith, learning and justice: We believe that as individuals we are capable of living in the fullest measure when our lives are freely based on a system of values which acknowledge the reality of a loving God and the necessity of a life affirming moral code.

We believe that in order to achieve the fullest measure of human potential, we need to develop a broad awareness of human cultures, achievements, capabilities and limitations, and to learn specific skills so that we might use our talents in the service of other people and the world in which we live.

We believe that freedom exercised in a responsible fashion is necessary for our full personal development and for the highest development of society.

We believe, therefore, that people today, as always, need the opportunity for systematic exposure to professional and career education based on the foundation of the liberal arts in an atmosphere where academic freedom is clearly recognized and cherished.

History of St. Ambrose University

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

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

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

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

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

The St. Ambrose Campus

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

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

Adjacent to Ambrose Hall is LeClaire Hall. While the former gymnasium has been converted into a maintenance center, the building still houses the university swimming pool.

The first free-standing building on campus apart from Ambrose Hall was built in 1922, when the preliminary section of Davis Hall was completed. Today the enlarged and remodeled structure is used as a residence for 150 students.

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

After 55 years in McMullen Hall, library services moved to O'Keefe Library, a new state-of-the-art building, in 1996. It is a resource for St. Ambrose and the Quad City community. The four-story building houses 150,000 books, periodicals, and audio-visual materials. There are group and individual study rooms, a media program room, and media production areas. Twenty-three computers are provided for access to more than 75 electronic database subscriptions. Nine computers are available for word processing. Students with a valid SAU ID can check out materials such as books, A-V equipment, and laptop computers. This ID also allows students to check out materials from other Quad City colleges and public libraries.

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

Christ the King Chapel, with a seating capacity of 530, is adjacent to Hayes Hall, a combined residence, classroom, office and seminary facility.

Rohlman Hall is a four-story, coeducational (by floor) residence hall accommodating 202 students. Cosgrove Hall is also a coeducational residence hall and it accommodates 224 students. The six-story building contains the Arnold Meyer Student Lounge, several offices, a computer center, and the campus post office in the lower level. There is a lounge and the dining room with the capacity to serve 700 people on the first floor, and four residential floors above.

Other residential housing facilities include the Townhouses, Tiedemann Hall, and the newest addition, Hagen Hall, which opened in fall 2000. The Townhouses have 8 students per unit and house a total of 104 students. Tiedemann Hall

offers four-person apartment style housing accommodating a total of 116 students. Hagen Hall offers four-person and six-person apartment style housing all with single bedrooms, accommodating a total of 136 students.

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

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

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

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

Policy on Access to Student Information

It is the intent of St. Ambrose University to comply with the Family Educational Rights and Privacy Act (FERPA) as amended in January 1975, commonly known as the "Buckley Amendment," and to extend a good faith effort

in complying with the law. Occasionally, the policy will be revised and updated to conform to guidelines of federal and other appropriate agencies. Of necessity, certain educational records must be maintained, and the University has the responsibility for protecting access to and release of personally identifiable information pertaining to students.

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

Copies of the St. Ambrose University policy statement are available in the following offices: Admissions, Student Services, Records and Registration, Career Development, and Student Health.

Non-Discrimination Policy

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

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

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

Endowed Chairs

The term "chair" symbolizes the academic tradition in which income is generated through an endowment at a college or university to fund the

salary of a professor, thereby perpetuating the transmittal of knowledge for generations to come.

Hauber Chair of Biology

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

This was the first endowed chair in the history of the then 93-year-old institution.

The Hauber Chair involves an endowment for investment with interest earned used solely for the Biology Department.

Baecke Chair of Humanities

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

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

The Chair of Catholic Studies

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

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

St. Ambrose University

Calendar

Fall Semester 2003

- Aug. 20 Residence halls open for new students
- Aug. 21 Orientation begins
- Aug. 22 Finalize fall registration
- Aug. 25 Classes begin at 8 a.m.
- Aug. 29 Last day to verify schedules
- Sept. 1 Labor Day
No classes, offices closed
- Sept. 2 Last day to change schedule to enter a new class
- Sept. 22 Official census report date
- Sept. 26 Last day to apply for December 2003 graduation
Last day to drop a course with no indication of registration on transcript
- Sept. 30 Last day to apply for special exam, turn in experiential learning portfolio for possible credit toward December graduation
- Oct. 17 Midterm Break
No classes, offices open
- Oct. 20 Mid-semester
Final date for completion of first half of the semester
- Oct. 31 Last day to complete requirements for changing "I" or "X" grades received during last semester of enrollment
Last day to drop course and receive grade of "W" instead of "WP"/"WF"
- Nov. 1 All Saints Day
- Nov. 14 Last day to drop a class or withdraw from school
Last day to submit experiential learning assessment results for possible credit toward December graduation
- Nov. 26 Thanksgiving vacation begins

- Dec. 1 Classes resume at 8:00 a.m.
- Dec. 6 Evaluations through Dec. 13
- Dec. 7 Feast of St. Ambrose
- Dec. 8 Feast of the Immaculate Conception
- Dec. 13 Commencement exercises

Spring Semester 2004

- Jan. 12 Residence halls open for new students
Orientation begins
- Jan. 13 Finalize spring registration
- Jan. 14 Classes begin at 8:00 a.m.
- Jan. 19 Martin Luther King Day
No classes, faculty/staff workshops
- Jan. 21 Last day to verify schedule
- Jan. 23 Last day to change schedule to enter a new class
- Jan. 30 Last day to apply for special exam, turn in experiential learning portfolio for possible credit toward May graduation
- Feb. 4 Last day to drop a course with no indication of registration on transcript
- Feb. 10 Official census report date
- Feb. 20 Last day to apply for May 2004 graduation
- Mar. 8 Spring recess begins
- Mar. 9 Mid-semester
Final date for completion of first half of semester
- Mar. 15 Classes resume at 8:00 a.m.
- Mar. 23 Last day to complete requirements for changing "I" or "X" grades received during last semester of enrollment
Last day to drop course and receive grade of "W" instead of "WP"/"WF"
- Apr. 8 Holy Thursday
Mass of the Lord's Supper, 3–4 p.m.
No classes, 3–4 p.m.
- Apr. 9 Good Friday and Vigil of Easter
No classes, offices closed

Apr. 12 Easter Monday
No day classes, evening classes meet,
offices open

Apr. 13 Last day to drop a class or withdraw
from school

Apr. 23 Last day to submit experiential learning
assessment results for possible credit
toward May graduation

May 1 Evaluations through May 7

May 9 Commencement exercises

Summer 2004

May 17 Spring intersession through June 4

May 28 Last day to apply for special exam, turn
in experiential learning portfolio for
possible credit toward July graduation

May 31 Memorial Day
No classes, offices closed

Jun. 7 Regular day and evening session
through July 16

Jun. 9 Last day to submit experiential learning
assessment results for possible credit
toward July graduation

Jul. 31 Commencement exercises

Fall Semester 2004

Aug. 18 Residence halls open for new students

Aug. 19 Orientation begins

Aug. 20 Finalize fall registration

Aug. 23 Classes begin at 8 a.m.

Aug. 27 Last day to verify schedules

Aug. 30 Last day to change schedule to enter a
new class

Sept. 6 Labor Day
No classes, offices closed

Sept. 20 Official census report date

Sept. 24 Last day to apply for December 2004
graduation
Last day to drop a course with no indi-

cation of registration on transcript

Sept. 28 Last day to apply for special exam, turn
in experiential learning portfolio for
possible credit toward December gradu-
ation

Oct. 15 Midterm Break
No classes, offices open

Oct. 18 Mid-semester
Final date for completion of first half of
the semester

Oct. 29 Last day to complete requirements for
changing "I" or "X" grades received
during last semester of enrollment
Last day to drop course and receive
grade of "W" instead of "WP"/"WF"

Nov. 1 All Saints Day

Nov. 12 Last day to drop a class or withdraw
from school
Last day to submit experiential learning
assessment results for possible credit
toward December graduation

Nov. 24 Thanksgiving Vacation begins

Nov. 29 Classes resume at 8:00 a.m.

Dec. 7 Feast of St. Ambrose

Dec. 8 Feast of the Immaculate Conception.

Dec. 11 Evaluations through Dec. 18

Dec. 18 Commencement exercises

Spring Semester 2005

Jan. 17 Residence halls open for new students.
Martin Luther King Day
No classes, faculty/staff workshops

Jan. 18 Orientation begins
Finalize spring registration

Jan. 19 Classes begin at 8:00 a.m.

Jan. 25 Last day to verify schedule

Jan. 26 Last day to change schedule to enter a
new class

University Calendar

- Feb. 4 Last day to apply for special exam, turn in experiential learning portfolio for possible credit toward May graduation
- Feb. 8 Last day to drop a course with no indication of registration on transcript.
- Feb. 15 Official census report date
- Feb. 20 Last day to apply for May 2005 graduation
- Mar. 7 Spring recess begins
- Mar. 8 Mid-semester
Final date for completion of first half of semester
- Mar. 14 Classes resume at 8:00 a.m.
- Mar. 22 Last day to complete requirements for changing “I” or “X” grades received during last semester of enrollment
Last day to drop course and receive grade of “W” instead of “WP”/“WF”
- Mar. 24 Holy Thursday
Mass of the Lord’s Supper, 3–4 p.m.
No classes, 3–4 p.m.
- Mar. 25 Good Friday and Vigil of Easter
No classes, offices closed
- Mar. 28 Easter Monday
No day classes, evening classes meet, offices open
- Apr. 19 Last day to drop a class or withdraw from school
- Apr. 22 Last day to submit experiential learning assessment results for possible credit toward May graduation
- May 7 Evaluations through May 14
- May 15 Commencement exercises

Summer 2005

- May 23 Spring intersession through June 10
- May 30 Memorial Day
No classes, offices closed

- Jun. 3 Last day to apply for special exam, turn in experiential learning portfolio for possible credit toward July graduation
- Jun. 13 Regular day and evening session through July 22
- Jun. 17 Last day to submit experiential learning assessment results for possible credit toward July graduation
- Jul. 30 Commencement exercises

Fall Semester 2005

- Aug. 17 Residence halls open for new students
- Aug. 18 Orientation begins
- Aug. 19 Finalize fall registration
- Aug. 22 Classes begin at 8 a.m.
- Aug. 26 Last day to verify schedules
- Aug. 29 Last day to change schedule to enter a new class
- Sept. 5 Labor Day
No classes, offices closed
- Sept. 19 Official census report date
- Sept. 23 Last day to apply for December 2005 graduation
- Sept. 26 Last day to drop a course with no indication of registration on transcript
- Sept. 27 Last day to apply for special exam, turn in experiential learning portfolio for possible credit toward December graduation
- Oct. 14 Midterm break
No classes, offices open
- Oct. 17 Mid-semester
Final date for completion of first half of the semester
- Oct. 28 Last day to complete requirements for changing “I” or “X” grades received during last semester of enrollment
Last day to drop course and receive grade of “W” instead of “WP”/“WF”
- Nov. 1 All Saints Day

- Nov. 11 Last day to drop a class or withdraw from school
Last day to submit experiential learning assessment results for possible credit toward December graduation
- Nov. 23 Thanksgiving vacation begins
- Nov. 28 Classes resume at 8:00 a.m.
- Dec. 7 Feast of St. Ambrose
- Dec. 8 Feast of the Immaculate Conception
- Dec. 10 Evaluations through Dec. 17
- Dec. 17 Commencement exercises

Spring Semester 2006

- Jan. 16 Residence halls open for new students
Orientation begins
Finalize spring registration
Martin Luther King Day
No classes, faculty/staff workshops
- Jan. 18 Classes begin at 8:00 a.m.
- Jan. 24 Last day to verify schedule
Last day to change schedule to enter a new class
- Feb. 3 Last day to apply for special exam, turn in experiential learning portfolio for possible credit toward May graduation
- Feb. 7 Last day to drop a course with no indication of registration on transcript
- Feb. 14 Official census report date
- Feb. 17 Last day to apply for May 2006 graduation
- Mar. 6 Spring recess begins
- Mar. 7 Mid-semester
Final date for completion of first half of semester
- Mar. 13 Classes resume at 8:00 a.m.
- Mar. 21 Last day to complete requirements for changing "I" or "X" grades received during last semester of enrollment
Last day to drop course and receive grade of "W" instead of "WP"/"WF"

- Apr. 13 Holy Thursday
Mass of the Lord's Supper, 3–4 p.m.
No classes, 3–4 p.m.
- Apr. 14 Good Friday and Vigil of Easter
No classes, offices closed
- Apr. 17 Easter Monday
No day classes, evening classes meet, offices open
- Apr. 18 Last day to drop a class or withdraw from school
- Apr. 21 Last day to submit experiential learning assessment results for possible credit toward May graduation
- May 6 Evaluations through May 13
- May 14 Commencement exercises

Summer 2006

- May 22 Spring intersession through June 9
- May 29 Memorial Day
No classes, offices closed
- Jun. 2 Last day to apply for special exam, turn in experiential learning portfolio for possible credit toward July graduation
- Jun. 12 Regular day and evening session through July 21
- Jun. 16 Last day to submit experiential learning assessment results for possible credit toward July graduation
- Jul. 29 Commencement exercises

ACCEL Academic Calendar

For ACCEL calendar session information check with the ACCEL Office located in the university's Continuing Studies and Conference Center at 1950 E. 54th St., Davenport; 563/441-9500 or 888/222-3578 (toll-free); accel@sau.edu.

Student Life and Support Services

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

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

Detailed information on student life, student rights and responsibilities and the following student services is available in the Student Services Office, in the Professional Development Center, and in the Student Handbook.

Academic Advising

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

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

Athletics

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

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

Bookstore and Coffee House

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

Campus Ministry

St. Ambrose offers a religious environment emphasizing the values, attitudes, and goals of the Catholic heritage. Academic disciplines in theology and philosophy explore the religious and spiritual dimensions of human life. The University chaplain, the director of the Campus Ministry program, and diocesan priests are available for religious and personal counseling. Regular masses and religious services are offered during the academic year in Christ the King Chapel on campus. One daily mass is said Monday through Friday, and two masses are scheduled for Sunday. Times are posted each semester in the Chapel. Campus Ministry also publishes a weekly bulletin which includes religious activities.

Career Center

The Career Center offers part- and full-time job listings and career information. Services include career counseling and planning information,

resume and interviewing assistance, cooperative education and internship experiences, on-campus interviewing, direct referral, credential file maintenance and work study placement. Services are available to all students, alumni and staff.

Children's Campus Child Care Center

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

Food Service

Meals and snacks are available to commuting and boarding students. The food service complex in Cosgrove Hall includes the Student Dining Room and Faculty/Staff Dining Room. A snack bar is located in Ambrose Hall.

Internships and Cooperative Education

Internships offer the opportunity for students to gain related work experience in their major fields and areas of interest. These experiences can be paid or unpaid. Course credit can often be obtained through an agreement with the faculty advisor and the employer if desired. Requirements for internships vary by academic department and by the employer. Some companies have Cooperative Education programs that provide professional work experience in the student's field and are paid. The requirements for these positions are determined by the employer.

Mentor Program

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

New Student Seminar

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

O'Keefe Library

O'Keefe Library opened as a state-of-the art facility in 1996. It provides study space for 400 students and houses a current collection of 150,000 volumes, with room to include 100,000 additional volumes. A new collection of 5000 electronic books was recently added. There are nearly 700 current periodical subscriptions, a media collection of audio and videocassettes, and a rare book and special collections room.

The collection is accessed through an online catalog that includes the holdings of 30 local libraries. There is remote and local access to the World Wide Web and over 75 electronic databases many of which provide full-text articles from more than 14,000 journals and newspapers.

As part of their commitment to life-long learning skills librarians teach a one-credit Information Literacy class that is part of the university's general education requirements. Other ongoing programs include electronic reserve readings, online interlibrary loan requests and laptop computer checkout.

Performing Arts Series

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

ness of the human condition. As a commitment to these values, performing arts series events are free to all registered students.

Services for Students with Disabilities

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

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

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

Student Services Division

The staff of Student Services is dedicated to the total development of the student. The goal is to assist in enhancing the quality of life and personal development of all students while attending St. Ambrose University. The departments of the Student Services division provide a variety of services to support students as they pursue their comprehensive education. Students are encouraged to participate in the student life activities and in the comprehensive programs provided by the Student Services Office.

Through the offices of the Dean of Students,

Counseling, Health Services, Intramural Sports, Residence Life, Student Activities, and Security, Student Services seeks to meet the academic, physical, spiritual, social and emotional needs of all St. Ambrose students.

Counseling Center

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

Health Services

Located on the lower level of Cosgrove Hall, the Office of Health Services is staffed by a registered nurse who provides health care services for the students, faculty and staff at St. Ambrose. The nurse assesses health needs of clients and makes appropriate referrals when necessary. All services are free of charge.

Intramural Sports and Recreation

Located on the first floor of the Rohlman Hall, the Intramural Sports and Recreation Office coordinates all intramural sports activities throughout the year, including volleyball, racquetball, golf, basketball, bowling, flag football, and many more. Each year, over 25 sports are offered.

Residence Life

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

Security

The Department of Security strives to create and maintain an environment conducive to the educational mission of the university. This is achieved through proactive educational programming, crime prevention, intervention and increasing crime awareness among members of the university community. The Department of Security provides escorts to students, faculty and staff throughout the day and night. In addition, “rounds” are performed on-campus to check for safety and potential fire hazards. Made up of student patrols, full-time staff and Davenport Police Officers, the Security staff maintains a 24-hour security desk on the lower level of Cosgrove Hall. During evening hours, the staff maintains additional desks in Davis, Rohlman, 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, Student Government Association and minority affairs.

Student Government

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

The Campus Activities Board (CAB) is the student group that provides cultural, educational

and social events for the campus community. It is composed of 10 executive council chairs and subcommittee members. It strives for the highest quality and variety in all events and responds to students’ needs and concerns as they relate to programming, and schedules events in consideration of other University activities.

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

Student Success Center

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

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

Testing Services

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

Tutoring

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

Admissions

Undergraduate Admission Requirements

Admission as a First Year Student

A. Full Admission

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

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

AND EITHER

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

OR

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

science, 3 years in social studies, and 3 years in a single foreign language.

B. Provisional Admission

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

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

C. Automatic Review

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

D. Petition Process

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

E. Health History

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

F. Placement Tests

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

Admission as a Transfer Student**A. Full Admission**

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

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

B. Previous Academic Dismissal

Students who have been dismissed from an institution for academic or other reasons need to submit all transcripts, including high school, and a letter to the Admissions Standards Committee explaining the cause of dismissal and the steps followed to prevent future problems. Students will not be considered for admission until one semester after their dismissal.

C. Exceptions

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

D. 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.

E. Health History

All undergraduate students are required to submit a properly completed health form which includes a health history, a physical examination by their physician, nurse practitioner, physician's assistant or any other pri-

mary health care provider and the dates of immunizations. Transfer students may forward a copy of the health form originally submitted to the institution from which they are transferring. This information is confidential and is available only to the director of Health Services. Release of any health information requires the student's signature.

F. Placement Tests

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

Admission as a Temporary (Guest) Student

Students enrolled in good standing in another post-secondary institution are eligible for full- or part-time admission as a non-degree student.

Admission as a Home School Student

Prospective students who do not have a high school diploma are required to score 50 or higher on the General Education Development Test (GED) and to have earned an ACT composite score of 18 or an SAT score of 860. Students who have been out of high school (or equivalent) at least five years do not need SAT or ACT scores.

Admission with a General Educational Development Test Certificate

Prospective students who do not have a high school diploma are required to score 50 or higher on the General Education Development Test (GED) and to have earned an ACT composite score of 18 or an SAT score of 860. Students who have been out of high school (or equivalent) at least five years do not need ACT/SAT scores.

Early Enrollment of High School Students

St. Ambrose allows eligible high school seniors and selected juniors the opportunity to earn col-

lege credit while still enrolled in high school. An eligible student ordinarily may enroll for a maximum of three semester credits in any given term. Requirements for admission for early enrollment are high school transcripts, letter of recommendation from a high school counselor, written permission from a parent or guardian, and a meeting with an admissions counselor.

Admission as a Non-Degree Student

- A. Individuals may be admitted as non-degree students by applying for non-degree status and signing a non-degree waiver. Non-degree students must complete a minimum of one full-time semester (12 semester credits) before requesting a review for degree status. The request must be accompanied by transcripts from all previous colleges and high school. Students will be subject to all admission policies at the time of status review. Non-degree students are not eligible for financial aid.
- B. Students who apply as non-degree students will have their provisional status posted on their transcript. While the first 15 credits earned can be applied toward a degree, students do not have to apply for degree status when 15 credits have been earned. The option to switch to degree status is the decision of the student regardless of the number of credits.
- C. When a non-degree student has applied to the Admissions Office for degree status, the Records and Registration Office will be asked to review the academic record and notify Admissions regarding all credits earned and the academic status of the applicant.
- D. After acceptance, applicants' transcripts will be posted with their new degree-seeking status, and they will be notified of how many credits they have earned.
- Note: Students will always be notified in advance of their academic status and credits earned. The transcript will not be altered (regarding earned hours) until the student has had a chance, if necessary, to appeal to the

Board of Studies.

- E. All full-time degree and non-degree students with academic work below a 2.00 GPA at SAU will be reviewed by the Board of Studies and will be notified of decisions regarding their academic status.

International Students

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

International students who desire admission should have completed the form of secondary education making them eligible to seek admission to university studies (or equivalent) in their own country. International students must take the Test of English as a Foreign Language (TOEFL) and have the results sent directly to the International Student Services Office. A minimum score of 500 (173 computer based) is required at the undergraduate level and 550 (213) at the graduate level. Additional requirements may exist for individual programs.

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

Application Procedures

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

- A. Complete the Application for Admissions to St. Ambrose University form and submit it to the Office of Admissions. A \$25 non-refundable application fee is to be included with the application form.
- B. Students who have no prior college work must have an official transcript of all high school work sent directly to the Office of Admissions.
- C. Students who have attended another college or university must have an official transcript of all work attempted at each institution sent directly to the Office of Admissions.

Applicants who have completed less than 24 semester or 36 quarter hours of credit also should have an official transcript of their high school records sent directly to the Office of Admissions.

- D. Submit a copy of test results from either the ACT or the SAT. High school students are encouraged to take either the ACT or the SAT examinations early in their senior year. (Individuals over the age of 22 years are exempt from this requirement).
- E. Submit a properly completed health form including health history, a physical examination by a physician, nurse practitioner, physician's assistant or any other primary health care provider and immunization history to the Health Services Office. Transfer students may forward a copy of the health form they originally submitted to their previous institution. This information is confidential and available only to the director of the Health Services. No information will be released without written consent of the student.

Finance

Procedures for Financial Aid and Scholarship Applicants

Students can obtain full information and applications for financial aid (scholarships, loans, grants and work-study programs) from the Financial Aid Office.

To be considered for financial aid, students must complete a Free Application for Federal Student Aid and send it for processing. These forms are available in high school guidance offices, the St. Ambrose University Financial Aid Office, and online at www.fafsa.ed.gov. This form is used to apply for need based funds.

For Iowa residents, this information will be released to the Iowa College Student Aid Commission and should reach the processor prior to July 1. Only students who submit this

form on time are considered for Iowa Tuition Grant money.

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

All students receiving financial aid (federal, state, and/or institutional funds) are expected to complete all courses attempted while maintaining at least a cumulative grade point average of 2.0 (undergraduate) or 3.0 (graduate). The exception for graduate work holds that a GPA of 2.8–2.99 shall be deemed satisfactory progress provided the GPA is raised to 3.0 after no more than two consecutive semesters.

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

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

A complete listing of all requirements is contained in the Terms of Satisfactory Progress and is available in the Financial Aid Office and is mailed with the first award letter each year.

International students are not eligible for federal or state funding unless they meet certain conditions established by the United States Department of Immigration and Naturalization. These conditions are available in the Financial Aid Office.

General Information

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

Scholarships

Seminary

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

General

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

Once a student is awarded an academic scholarship, it will continue as long as the student meets Satisfactory Progress Requirements. Other awards are continued if financial need or aptitude in a special field still exists.

Requirements

To receive scholarship money, students need to be enrolled 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. To renew the scholarship, students need to meet all of the established financial aid policies.

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

Loans

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

Federal Stafford Loans

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

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

expenses for dependent students.

Students who need loan money to pay their bills should be aware of the time factor involved in the receipt of funds. It is imperative to file for financial aid and send all needed documents in a timely manner. Loans are processed only after receipt of a signed award letter from the student, and the student is registered for classes. After the student returns the signed promissory note to the lender, funds are received by the university.

Perkins Loans

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

Grants

Alumni

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

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

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

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

Institutional Grants

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

Iowa Tuition Grant Program

Qualified undergraduate Iowa students may receive financial assistance for attendance at a private Iowa college. The amount of the grant depends upon enrollment status.

Supplement Educational Opportunity Grant

This federal aid program is available to students showing exceptional financial need.

Pell Grant Program

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

Work-Study Program

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

University Employment

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

Return of Financial Aid Title IV Funds Policy

Important considerations before dropping a class or withdrawing from school:

Students should consider consulting with an advisor or counselor.

Students should consider a possible reduction of financial aid.

Student refunds are computed by using:

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

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

Financial Aid Recipients

If any amount of tuition is paid by a Title IV program and the student withdraws during the established return period, the Title IV program funds will be returned in the following order:

Loans: Federal Unsubsidized, Federal Subsidized, Federal Plus. Grants (& other): Federal Pell, Federal Supplemental Educational Opportunity Grant (SEOG) and other Title IV funds. The Institution must return the funds as soon as possible, but no later than 30 days after the institution determines the withdrawal date.

Return of Title IV Aid Refund Policy

The law (sections 485 of the Higher Education Amendments of 1998 –P.L. 105-244) specifies how St. Ambrose must determine the amount of student financial aid program assistance that you earn if you withdraw. The law requires that when you withdraw during a payment period the amount of student Financial Aid program assistance that you have earned up to that point is determined by a specific formula. If you received (or St. Ambrose University received on your behalf) less assistance than the amount that you earned, you will be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned.

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

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

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

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

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

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

Amount and Order of Return

The school must return the lesser of:

- The unearned amount of the financial aid; or
- An amount equal to the student's total institutional charges for the period multiplied by the unearned percentage (Example: $\$951 \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 2003-2004 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. Monthly payments may be made with Visa or MasterCard, or by making arrangements with Student Account Services. Tuition charges are standardized, and students will have no additional fees except those listed under special expenses.

Tuition

These rates are for the 2003-04 academic year.

Undergraduate

Part-time:

1-11 semester credits,
per semester credit \$ 518

Full-time:

12-18 semester credits,
per semester \$ 8325

Other:

19 or more semester credits,
per semester credit \$ 518

ACCEL

per semester credit \$ 355

Master's Degrees

per semester credit \$ 518
(see below for MOT and MOL tuition)

Master of Occupational Therapy

MOT One Price Tuition Plan: The One Price Plan ensures that tuition costs remain at one rate throughout the normal two-and-a-half year course of MOT graduate studies—making financial planning easier, and giving students the opportunity to take elective courses at no additional cost, making it easier for them to specialize in selected areas that will enhance their professional education and enrich their lives. The plan includes all tuition and fees, including labs, parking, CPR certification, student group liability insurance and graduation fees. The plan does

not cover room and board, books and other materials, clinical education costs, health and accident insurance required for clinical experiences, student membership dues, or cap and gown purchase. Check with the MOT Department for cost and payment information

Master of Organizational Leadership

per semester credit \$ 470

Doctor of Business Administration

per semester credit \$ 585

Board

These rates are for the 2003-04 academic year. One of five meal plan options is required of all resident students:

Unlimited meals . . . \$1640 per semester
19 meals a week . . . \$1565 per semester
14 meals a week . . . \$1520 per semester
10 meals a week . . . \$1415 per semester
7 meals a week . . . \$1300 per semester

Room

These rates are for 2003-04 academic year. Room charges are listed on a per semester basis.

Traditional Hall

Cosgrove, Davis, Hayes double room,
per student \$ 1355
Rohlmann double room, per student \$ 1450
Davis single room \$ 1355
Cosgrove, Davis, Hayes single room . . . \$ 1975

Preferred Housing

Tiedemann, Townhouses double room
each student \$ 1765
House double room, each student \$ 1665
Tiedemann, Townhouses, House single . \$ 2160
Hagen single room \$ 1890

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

Damage Deposit \$ 250

General Information

Special Expenses

ACCEL drop fee per course	\$ 20-50
(varies determined by drop date)	
Application Fee*	\$ 25
(must accompany admission application, not applied toward tuition, non-refundable)	
Assessment of prior experiential learning through individually designed methods	
Fee per credit awarded	\$ 30
Fee per credit requested	\$ 60
College-Level Examination	
Administration fee	\$ 15
Each credit awarded	\$ 20
Program (CLEP) Test	\$ 50
DPT Admission Fees	
Acceptance fee	\$ 200
Waiting list fee	\$ 50
Graduation Fee	\$ 35
High School Learner Fee	\$ 250
(per class, limit 2 per semester)	
Late Payment Fees	Varies
Late Registration Fee	\$ 15
Matriculation Registration Fee	
Graduate Student	\$ 10
Undergraduate Student*	\$ 75
(payable once at time of first registration)	
MBA Competency Examination Fee	\$ 100
Motor Vehicle Registration, per year	
ACCEL and MOL students	\$ 20
All other students	\$ 40
Retired Learner Audit Fee	\$ 50
Per class (limit 2 per semester)	
Special Examination Fee	
Each credit awarded	\$ 30
Each examination taken	\$ 60
Tuition Deposit*	\$ 100
(non-refundable tuition deposit is required after admission to the university)	

* Fees marked with asterisk do not apply to ACCEL students

Course Fees

(Per Semester Per Course)

Department and Course Fee	
Accounting 312	\$ 25
Art 206, 207, 208, 306,	
400, 401, 402	\$ 10
233, 234, 320, 430, 431	\$ 15
220, 303, 304, 305	\$ 30
Astronomy 201	\$ 30
Biology 101, 103, 104, 109, 202,	
204, 211, 221, 231, 241, 301,	
302, 303, 304, 307, 314	\$ 30
323 (fee may be assessed depending on subject)	Varies
330	\$ 50
500	\$ 115
Chemistry 101, 102, 103, 105, 106, 120, 209,	
210, 301, 303, 311, 313, 314,	
319, 321, 333, 428, 429	\$ 30
CNA courses	\$ 25
Communication 225	\$ 25
Computer Science, all courses	\$ 25
Doctor of Physical Therapy (DPT) 530, 570,	
630, 760	\$ 75
DPT 800, 810, 820, 830	\$ 20
Early Childhood Education	
440, 441, 442	\$ 40
Education 409, 419, 430, 432, 433	\$ 85
308	\$ 25
403	\$ 40
Engineering 101	\$ 15
341	\$ 25
Industrial Engineering	
110, 290, 300, 351, 375	\$ 15
Master of Business Administration	
690	\$ 425
Master of Education 700	\$ 40
Mathematics, computer-assisted	
sections of 100, 121, 171, 191, 192,	
280, 290, 320	\$ 25
Music 104 (piano)	\$ 65
Music 235, 236, 237, 238, 239, 240	\$ 30
Private instruction for registered students in voice, piano, organ, orchestral and	

band instruments.

One-half hour lesson per week.	\$ 125
And subsequent one-half hour private instruction lessons in a second instrument or voice during the same semester.	\$ 85
Natural Science 105, 202	\$ 30
On-line web-based courseware fee.	\$ 30
Physical Education 149, 151, 152, 153, 154, 155, 157, 158, 160, 165.	Vary
308	\$ 15
Physics 110	\$ 20
Physics 160, 201, 203, 204, 251, 253, 254, 306, 325, 326, 329	\$ 30
Psychology 403	\$ 15
406	\$ 30
Statistics 213	\$ 25
STBE 337	\$ 25

Tuition Refunds

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

Other Refunds

Upon withdrawing from the University, a refund for room and board will be made on a pro rata basis dating from the day the student has successfully completed the check out procedure with the Office of Student Services.

No refund will be given on fees.

Resident Students

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

Once the application for admission as a student has been accepted, a \$250 deposit is required for room reservation. For students who do not enroll, this deposit is refundable up to 12 weeks before the first day of the semester.

Returning students are required to submit each

year either a new contract or a request for refund before May 1. Refunds will be given provided the room is free of damage.

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

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

Retired Learners

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

Degree Information

Degrees

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

Bachelor of Applied Management Technology
Bachelor of Arts
Bachelor of Business Administration
Bachelor of Elected Studies
Bachelor of Music Education
Bachelor of Science
Bachelor of Science in Industrial Engineering
Bachelor of Science in Nursing
Bachelor of Special Studies
Master of Accounting
Master of Business Administration
Master of Business Administration in Health Care
Master of Criminal Justice
Master of Criminal Justice in Juvenile Justice Education
Master of Education in Disability Services
Master of Education in Educational Leadership
Master of Education in Special Education
Master of Information Technology Management
Master of Occupational Therapy
Master of Organizational Leadership
Master of Pastoral Studies
Master of Social Work
Doctor of Business Administration
Doctor of Physical Therapy

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

Bachelor of Arts Degree Requirements

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

1. Complete the requirements for a major as described in the catalog. Courses in the major department and courses in other departments required for the major may be used to meet

general degree requirements where applicable.

2. Complete—if indicated by the results of placement tests administered at the time of first enrollment—any required developmental courses in Mathematics, English, and Reading (MATH 090, MATH 121, ENGL 100, and LS 100). No more than nine semester credits in courses listed as 100 (i.e. below the 101 level) may be counted toward the 120 semester credit degree requirement, and these courses may not be used to fulfill distribution requirements 4.(A) through 4.(J) listed below. Courses numbered below the 100 level do not count toward the 120 semester credits required for graduation. These courses may be used to fulfill athletic and financial aid eligibility for the semester in which they are taken. General Education requirements at SAU, described in sections three through six below, are organized into “Skills” requirements, and “Content” requirements. Skills requirements enable your development in a variety of skills areas necessary for success in college and in the larger world. Content requirements provide you with a breadth and depth of general education consistent with becoming a liberally educated person.
3. General Education Skills requirements: Each student needs to demonstrate competency in six areas of basic college-level skills, including Written Communication, Oral Communication, Mathematical Reasoning Skills, Health and Physical Education Skills, Information Literacy, and Foreign language, as outlined below. Students who believe that they already have met one or more of these proficiencies are eligible to attempt to place out of individual skills requirements stated below. For such students, information describing alternate means of demonstrating these proficiencies may be obtained from the Office of Records and Registration.
A) Proficiency in Written Communication may be demonstrated:

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

B) Proficiency in Oral Communication Skills may be demonstrated:

- By passing with a grade of C or better, one of the following: COMM 101: Public Speaking (2 cr); COMM 110: Basic Human Communication (3 cr); COMM 203: Interpersonal Communication (3 cr); COMM 328: Argumentation and Debate (3 cr); or COMM 329: Business and Professional Speaking (3 cr).

C) Proficiency in Mathematical Reasoning Skills may be demonstrated:

- By passing with a grade of C or better, MATH 131: Math for Liberal Arts (3 cr), or
- By passing, with a grade of C or better, MATH 151: College Algebra (3 cr), or any higher numbered 3-credit course offered by the Mathematics Department, or
- By passing with a grade of C or better, STAT 213: Applied Statistical Reasoning for the Sciences (3 cr), or
- By earning college-level math credit through CLEP or AP tests, or
- Through high school coursework and math ACT scores as approved by the Math Department.

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

- Passing PED 149: Wellness (1 cr), and
- Passing one activity course or Samaritan Skills course (PED 206: First Aid (2 cr); PED 300: Advanced Swimming (2 cr); or

PED 400: Water Safety Instructor’s (2 cr).

E) Proficiency in Information Literacy Skills may be demonstrated:

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

F) Proficiency in Foreign Language Skills may be demonstrated:

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

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

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

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

Level 1 requirements: An Introduction to the Arts and Sciences

- A) Complete one Philosophy course from among PHIL 101, 201, 207, 208, 210, and 217
- B) Complete one Theology course from among THEO 101, 201, 202, 215, 219, 240, 250, 345, and 346
- C) Complete two Humanities group courses from two different departments other than Philosophy and Theology

D) Complete one Creative Arts group course of 2-3 credits, or participate for credit in one year of the same musical ensemble, or complete one year of study for credit of the same musical instrument

E) Complete one Social Science group course

F) Complete one Natural Sciences and Mathematical Sciences group course

Level II requirements: Extended Exploration of the Arts and Sciences

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

Option 1

H) Breadth of Study in the Arts and Sciences

i) Complete one additional Humanities group course from a department other than Philosophy, Theology, or Catholic Studies

ii) Complete one additional Social Sciences group course

iii) Complete one additional Natural and Mathematical Sciences group course

OR

Option 2

I) Interdisciplinary Study

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

OR

Option 3

J) Depth of Study in the Arts and Sciences

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

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

- Students must earn a cumulative grade-point average of at least 2.0 in all semester

credits attempted toward a bachelor's degree and in all semester credits attempted at St. Ambrose. Students also must earn a cumulative grade-point average of at least 2.0 in all courses required for the major unless a higher grade-point average is specified for that major.

- At least 30 semester credits are to be in courses at the 300 level or above. Varsity athletics do not satisfy this requirement.

- Writing Intensive Requirement: After passing ENGL 101 with a C or better, the student must pass, with a C or better, two writing intensive (WI) courses. One can be at any level in any department, and one must be at the 300 or 400 level in the declared major. A student pursuing a double major must complete a WI course in each major. This would satisfy the two required *WI* courses. A *WI* next to the course code in the catalog identifies a writing intensive course.

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

- For transfer students, no more than 60 semester credits from two year institutions may count toward the 120 semester credits required for the degree. Exceptions may be approved by the Board of Studies on an individual basis. The final 30 semester credits or 45 of the last 60 semester credits are to be earned at St. Ambrose.

- No more than 42 semester credits earned in any one department may be counted toward the 120 semester credits required for the degree (except for the following majors: 44-45 credits in chemistry; 54 credits in art, communication, criminal justice, economics, languages and theatre; 55 credits in physical education; 57 credits in elementary education.)

- No more than six semester credits in Physical Education and no more than four semester credits of Varsity Athletics, may be applied toward the 120 semester credits

required for a degree. This restriction applies to all students except those majoring or minoring in Physical Education or those who receive the Coaching Endorsement.

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

Bachelor of Science Degree Requirements

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

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

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

Bachelor of Elected Studies Degree

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

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

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

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

Bachelor of Applied Management Technology Degree

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

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

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

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. See the ACCEL Program section for more information.

Bachelor of Business Administration Degree

The Bachelor of Business Administration provides a broad foundation in liberal arts and sciences and introduces students to a wide variety of business areas. This degree is open to mature, adult students who have at least three years of work experience and is only offered through the St. Ambrose University ACCEL accelerated degree completion program.

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

For more information on accelerated degree completion see the ACCEL Program section.

Exceptions to Degree Requirements

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

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

Courses that Meet the General Education Requirements of the 2003–05 Catalog

All approved courses in General Education have been allocated to one of four disciplinary groups. Humanities courses are concerned with people, their values and the human experience. Creative Arts courses are concerned with the creation of artistic responses to the human experience. Social Sciences courses are concerned with the use of quantitative and qualitative methods in studying social and cultural aspects of human experience. Natural and Mathematical Sciences

courses are concerned with the use of quantitative methods for studying the natural world.

Humanities

(all courses 3 credit unless noted):

ART 120. Topics in Art History
ART 250. Art Through the Ages I
ART 251. Art Through the Ages II
ART 320. Advanced Topics in Art History
ART 350. American Art
ART 351. Art of the Modern World
ART 352. Beyond the Western World
ART 354. Christian Heritage in Art
CATH 201. Introduction to Catholic Studies
ENGL 120. Literary Topics
ENGL 201. British Literature I
ENGL 202. British Literature II
ENGL 210. American literature I
ENGL 211. American Literature II
ENGL 221. Lit in English Outside U.K. and U.S.
ENGL 222. Women’s Literature
ENGL 233. Minority Voices in Literature
ENGL 240. Fiction in Film
ENGL 242. Popular Literature
ENGL 243. Irish Literature
ENGL 244. Literature of the Sacred
ENGL 246. Literature of Place
ENGL 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 and Naturalism
ENGL 344. Modernism
ENGL 345. Twentieth-Century Fiction
ENGL 346. Contemporary Fiction
ENGL 360. Advanced Topics
HIST 101. World Civilization to 1500
HIST 102. World Civilization Since 1300
HIST 111. U.S. History to 1865
HIST 112. U.S. History Since 1865
HIST 115. Topics in History
HIST 140. History of Sport and Recreation
HIST 220. Modern East Asia
HIST 225. The Modern Middle East

- HIST 230. Modern Latin America
 HIST 235. Modern Africa
 HIST 245. Catholicism in America
 HIST 260. History of Iowa
 HIST 307. History of Christianity: Early/Medieval
 HIST 308. Hist of Christianity: Reformation/Mod
 HIST 310. Greece and Rome
 HIST 315. Advanced Topics in History
 HIST 317. The Middle Ages: 300 to 1300
 HIST 318 Medieval Britain
 HIST 319. The Renaissance and the Reformation
 HIST 336. Europe 1648–1815
 HIST 337. Europe 1815–1918
 HIST 338. Twentieth Century World
 HIST 340. Modern Britain, 1603–present
 HIST 341. History of the British Empire
 HIST 342. Modern Ireland
 HIST 343. War and Peace in Northern Ireland
 HIST 345. Modern Germany
 HIST 365. Peopling of America
 HIST 368. Irish-Amer Experience: 1700 to Present
 IS 101. Intercultural Understanding
 IS 103. Foreign Cultural Experience (4 cr)
 IS 201. Selected Works French Lit in Translation
 IS 204. Selected Works Hispanic Lit in Translation
 IS 210. Selected Topics in Culture and Civilization
 MUS 110. Music Orientation (2 cr)
 MUS 114. Irish Music in the World (2 cr)
 MUS 115. Music in Culture (2 cr)
 MUS 120. Jazz Appreciation (2 cr)
 MUS 310. Music in Liturgy
 PHIL 101. Introduction to Philosophy
 PHIL 201. Logic
 PHIL 207. Ethics
 PHIL 208. Philosophies of Life
 PHIL 210. Social and Political Philosophy
 PHIL 217. History of Ancient Philosophy
 PHIL 302. Peace and Justice Seminar
 PHIL 305. Business Ethics
 PHIL 310. Bio-Medical Ethics
 PHIL 311. Environmental Ethics
 PHIL 342. Ethics of Sexuality
 PHIL 343. Ethics of Peace and Nonviolence
 PHIL 360. Hist Medieval/Renaissance Philosophy
 PHIL 365. History of 16–18th Century Philosophy
 PHIL 367. History of 19–20th Century Philosophy
 PHIL 370. History of American Philosophy
 PHIL 375. Existentialism
 PHIL 390. Special Topics in Philosophy
 SPAN 303. Selected Works in Spanish Literature
 SPAN 304. Selected Works in Spanish Literature
 SPAN 305. Selected Readings Latin American Lit
 SPAN 306. Selected Readings Latin American Lit
 THEO 101. Introduction to Theology
 THEO 201. Introduction to the Old Testament
 THEO 202. Introduction to the New Testament
 THEO 215. Introduction to the Sacraments
 THEO 219. Introduction to Moral Issues
 THEO 240. Introduction to Black Theology
 THEO 245. Catholicism in America
 THEO 250. Introduction to Comparative Religions
 THEO 255. Religion in America
 THEO 300. Contemporary Theological Issues
 THEO 301. Jesus Christ. His Person and Mission
 THEO 302. Seminar in Peace and Justice
 THEO 307. History Christianity: Early/Medieval
 THEO 308. Hist Christianity: Reformation/Mod
 THEO 309. Prayer, Spiritual Life and Liturgy
 THEO 310. Music in Liturgy
 THEO 311. Environmental Ethics
 THEO 312. Rome and Christianity
 THEO 313. Celtic Spirituality
 THEO 315. The Church: Meaning and Mission
 THEO 317. Problems Faith, Theo Anthropology
 THEO 340. Women in Theology
 THEO 345. Introduction to Religions of the West
 THEO 346. Introduction to Religions of the East
 THEO 350. The Protestant Perspective
 THEO 354. The Jewish Perspective
 THEO 365. Theology of Marriage
 THEO 403. The Holocaust
 THEO 404. The Catholic Perspective
 THEO 409. Christian Mystical Tradition
 THTR 202. Survey of Theatre
 THTR 210. Survey of American Film
 THTR 304. Theatre History I
 THTR 305. Theatre History II
 THTR 315. Classic Dramatic Literature
 THTR 316. Survey of Current Dramatic Literature
 THTR 321. Topics in Theatre
 THTR 385. Theatre in London
 THTR 386. Irish Theatre

General Information

Creative Arts

ART 100. Drawing Introduction
ART 150. Survey of Art Studio (2 cr)
ART 200. Calligraphy
ART 201. Studio Fundamentals: Painting
ART 206. Studio Fundamentals: 2-D Design
ART 207. Studio Fundamentals: Drawing
ART 208. Studio Fundamentals: 3-D Design
ART 220. Introduction to Prints I
ART 233. Photography I
ART 234. Photography II
ART 303. Figure Composition and Anatomy
ART 304. Figure Drawing
ART 305. Ceramics
ART 331. Painting II
ART 430. Painting III
ART 431. Painting IV
ENGL 317. Creative Writing
ENGL 319. Environmental Writing
ENGL 321. Memoir Writing
MUS 102. Guitar Class (1 cr)
MUS 103. Applied Music (1 cr)
MUS 104. Piano Class (1 cr)
MUS 111. Choir (1 cr)
MUS 117. Band (1 cr)
MUS 118. Jazz Band (1 cr)
MUS 121-127. Ensemble (1 cr)
MUS 303. Advanced Applied Music (1 cr)
MUS 311. Chamber Singers (1 cr)
MUS 313. STAMVOJA (1 cr)
PED 211. Beginning Modern Dance (2 cr)
PED 212. Beginning Jazz Dance (2 cr)
PED 213. Beginning Ballet (2 cr)
PED 218. Irish Social Dancing (2 cr)
PED 301. Square, Folk and Social Dance (2 cr)
THTR 105. Beginning Acting for Non-Majors
THTR 307. Advanced Acting

Social Sciences

(all courses 3 credit unless noted):

ECON 101. Economics Survey
ECON 201. Principles of Macro-Economics
ECON 202. Principles of Micro-Economics
CRJU 101. Introduction to Criminal Justice
CRJU 316. Juvenile Justice
GEOG 205. Human Geography

MGMT 101. Foundations of Business
ORGL 201. Intro to Leadership Development
PSCI 101. Government of the U.S. I
PSCI 102. Government of the U.S. II
PSCI 103. Politics in Film
PSCI 110. Law and Society
PSCI 199/299/399. Special Topics Political Science
PSCI 301. Political Parties, Campaigns & Elections
PSCI 303. Constitution of the United States
PSCI 304. Civil Liberties and the Constitution
PSCI 305. Mock Trial (2x for Gen Ed cr) (1 cr)
PSCI 307. History of Political Thought I
PSCI 308. History of Political Thought II
PSCI 309. International Politics
PSCI 313. Foreign Policy of the U.S.
PSCI 325. Public Opinion and Propaganda
PSYC 105. Introductory Psychology
PSYC 201. Personal Adjustment
PSYC 203. Psychology of Gender
PSYC 284. Child and Adolescent Psychology
PSYC 305. Life-Span Developmental Psychology
PSYC 324. Abnormal Psychology
SOC 101. Introduction to Sociology
SOC 120. Social Problems
SOC 210. Cultural Anthropology
SOC 220. Social Psychology
SOC 225. Sex and Gender
SOC 230. Introduction to Gerontology
SOC 235. Deviant Behavior
SOC 240. Race and Ethnicity
SOC 260. Social Organization
SOC 265. Social Stratification and Inequality
SOC 280. Conflict Resolution
SOC 323. Marriage and the Family
SOC 326. Medical Sociology
SOC 356. Sociology of Religion
WMST 201. Women's Studies
WMST 315. Latin American Women's Issues

Natural Sciences

(all courses 3 credit unless noted):

ASTR 201. Astronomy
BIOL 101. Principles of Human Biology (4 cr)
BIOL 103. General Biology I (4 cr)
BIOL 104. General Biology II (4 cr)
BIOL 106. Human Genetics

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

Academic Information

Assessment

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

Policies on Credit by Transfer and Other Means

If you already have completed some post-sec-

ondary studies, your credits will transfer to St. Ambrose University according to the following policies:

As long as you meet the residency requirements, you can earn up to 60 credits at two year colleges. Students may take courses at a two year college regardless of academic standing, e.g., a senior could take a lower level course at a community college. Credits for which a grade of “1.00–1.99” on a 4.00 system was earned may be transferred provided a person has, at the time of transfer, a cumulative grade-point average of at least 2.00 on the 4.00 system at the institution at which any “1.00–1.99” grades were earned.

If you have earned 60 semester credits from a two year college, you may still take additional courses to complete a lower level general education requirement, but the hours will not count toward your degree. Transfer credits to be applied toward General Education must meet the requirements listed in the catalog under General Education Degree Requirements.

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

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

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

Registered nurses who have successfully completed a three-year hospital diploma program

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

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

Accelerating Progress Toward a Second Bachelor's Degree

Post-baccalaureate students seeking a second degree, whether they graduated from St. Ambrose or another institution, will have all of their transcripts evaluated (including those from junior colleges) regardless of the order of attendance. A possible total of 90 semester credits can be transferred in using a "pool" of all credits earned.

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

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

information, see Assessment of Prior Experiential Learning in this section.)

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

College-Level Examination Program (CLEP)

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

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

CLEP examinations are administered at St. Ambrose University on a regularly scheduled basis. This schedule is available in the Student Success Center. Arrangements for taking the examinations must be made three weeks in advance of the date of administration.

Assessment of Prior Experiential Learning

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

If you can demonstrate to the satisfaction of an expert in a given field that you have gained college-level learning outside the college classroom, you may be able to obtain equivalency credits applicable to a degree. These credits may or may not be transferable to other colleges.

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

Classification of Undergraduate Students

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

Statement of Major

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

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

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

Application for Graduation

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

In addition to completing the steps for application for graduation, students are responsible for determining that they are meeting all graduation requirements and have no outstanding financial obligation to the University. Even though the University provides an academic

check on graduating students, this is done primarily to be sure its graduating students have met the requirements. Advising individual students of their progress is a service provided them and does not relieve them of their responsibility to make certain they are meeting the requirements. Students should check with their academic advisors about the procedures they should follow in this matter as they approach graduation.

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

Students who will complete no more than six semester credits during the interim and summer sessions may apply to go through the May commencement ceremony. These students should contact the Records and Registration Office by March 31 of the graduation year. Enroll in the summer courses and pay the graduation fee by the last week of April.

Graduation Honors

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

cum laude	3.5
magna cum laude	3.75
summa cum laude	3.9

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

Course Numbers

Course numbers have the following meaning:

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

Courses numbered from 200 to 299 normally are sophomore courses.

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

Courses numbered 500 through 900 normally are graduate courses.

Undergraduate Class Load

The normal undergraduate full-time class load is 15 to 17 semester credits. A student with a class load of 12 semester credits is considered a full-time student, and one with fewer than 12 semester credits is considered a part-time student. All first year students are limited to a maximum of 18 semester credits. An exception may be made for engineering and science students. Students on scholastic probation may not register for more than 13 semester credits without approval from their academic advisor and may not register for more than 15 semester credits without the written approval of the Board of Studies. ACCEL students on academic probation may not take more than nine semester credits.

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

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

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

For the summer session, the following criteria

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

Graduate Class Load

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

Class Attendance

Students are encouraged to attend class regularly to maintain their scholarship record. Each faculty member, however, establishes an individual class attendance and absentee policy. This policy is explained at the beginning of each semester by each faculty member, who also places the policy on file in writing in the Offices of Records and Registration and with the vice president for academic affairs.

Undergraduate Grading System

The grading system uses symbols with the following meanings:

- A = exceptional achievement
- B+ = achievement qualitatively greater than that required for the grade of B
- B = achievement superior to the basic level
- C+ = achievement discernably above basic achievement
- C = basic achievement in which both qualitative and quantitative requirements are met adequately and satisfactorily
- D = work below the basic level of achievement but of sufficient quality to warrant credit
- P = passing work completed in a course where the student is registered pass/no pass
- NP= not passing work completed in a course where the student is registered pass/no pass

F = complete failure to meet course requirements

W = withdrawal from a course without an assigned grade

WF= withdrawal from a course while doing failing work

WP= withdrawal from a course while doing passing work

I = incomplete work (a student needs to have completed a majority of the course with a passing grade and to have worked out a schedule of completion with the teacher)

IP = in progress work (for students in courses that are not expected to be completed within the normal semester, i.e. occupational therapy internships. See explanation below.)

X = absence from the final examination (a schedule of completion is to be worked out with the teacher)

AU= course taken on audit basis

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

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

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

The requirements for use of this grade are as follows:

1. Completion of course work is limited to one academic year from date of enrollment.
2. This grade will carry "resident credit" that can be used to meet financial aid and loan deferment requirements for one academic year from date of enrollment.
3. Satisfactory progress has to be confirmed by

the department chair at the beginning of each semester within the academic year.

4. If the work is not completed within one academic year, the student will have to re-enroll in the course and accept all financial consequences of this action.

Grade Quality-Points

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

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

A = 4 quality-points

B+ = 3.5 quality-points

B = 3 quality-points

C+ = 2.5 quality-points

C = 2 quality-points

D = 1 quality-points

F = 0 quality-points

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

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

Graduate Grading System

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

Dean's List

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

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

Pass/No Pass Option

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

The following should be noted:

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

Auditing

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

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

Retaking a Course

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

Second-Grade Option

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

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

Restrictions:

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

Change of Registration

Students who wish to change their registration must do so officially on the Change of Registration form in the Records and Registration Office. If not, students will receive an *F* in the unofficially dropped course and there will be no credit for the unofficially added course. It is the student's responsibility to fill out the Change of Registration form, obtain signatures of the instructors involved and the academic advisor, and return the form to the Records and Registration Office.

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

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

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

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

Withdrawal from the University

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

Satisfactory Progress, Probation and Dismissal

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

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

Students whose academic performance falls below these standards will be reviewed at the end of each semester by the Board of Studies, which may recommend probation or dismissal.

Probation is a proving period during which a student's continuance at St. Ambrose is in jeopardy. While on probation, students are limited to 13 credits per semester, with allowances made to take as many as 15 credits with the support of the student's academic advisor. ACCEL students on probation may enroll in no more than 3 semester credits per session with a total of 9 semester credits for the semester.

Generally, a full-time student will only be allowed to remain on probation for two consecu-

tive semesters, and will either have the designation removed (if they have made satisfactory progress toward their degree) or will be dismissed. Students whose progress is notably poor may be dismissed without being placed on probation.

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

Students may appeal an action taken by the Board of Studies. Students have the right to represent themselves and their petition, though may choose to make their case through the written petition only. In either case, a completed petition must be submitted. Appeals must be initiated through consultation with the Registrar and follow the procedure outlined below:

Step 1: Obtain petition from the Registrar.

Step 2: Fill out the petition completely.

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

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

Policy on Academic Dishonesty

“Plagiarism” involves submitting work prepared outside of class that is not entirely the student’s own, such as papers, reports, and oral presentations.

“Simple plagiarism” refers to the occasional use of words or ideas from outside sources without documenting those sources. As a possible penalty, the instructor may require the work to be resubmitted with documentation and/or require the student to work on documentation at the Student Success Center.

“Aggravated plagiarism” refers to purchasing a paper, having another person write a paper, or

extensive copying of words or ideas from outside sources. Possible penalties range from having to resubmit the assignment to receiving a grade of *F* for the course.

“Cheating” refers to dishonesty in classroom examinations.

“Simple cheating” refers to occasional copying from another’s paper during an examination. As a possible penalty, the student may be required to retake the examination.

“Aggravated cheating” refers to the use of “crib” notes or extensive copying from another’s paper. As a possible penalty, the student may receive an *F* on the examination or receive a *WF* or *F* for the entire course.

“Organized cheating” refers to the use of a stolen examination and to any attempt to change a grade by dishonest means, such as changing scores in an instructor’s grade book. As a possible penalty, the student may be suspended from the University for one semester, and serious cases may result in expulsion from the University.

Little distinction is made between the student who is actually guilty of academic dishonesty and anyone who aids the student by such action as providing a copy of a stolen examination or by writing a paper for another student.

An instructor and the University can change a student’s grade at any time, even after a course has been completed if the student has committed an act of academic dishonesty.

The following process will be used to investigate acts of cheating or plagiarism and to implement the suggested penalties:

1. An investigation may be initiated by a professor, student or parties who have reason to believe an offense has taken place. Students or others need to notify the professor, the department chair, the appropriate college dean, or dean of students, either verbally or in writing, that they think a violation has taken place. The names of those supplying information will be held in confidence by the university.
2. The professor may pursue the matter either

informally or formally. The professor may confront the student with the charge informally and suggest a sanction the professor feels is appropriate. The student may either accept the sanction or may request a formal hearing before the St. Ambrose Judicial Board.*

3. The professor or the student may pursue the investigation formally through the office of the Dean of Students and the Judicial Board. This method is suggested for those charged with organized cheating or aggravated plagiarism; for example, those who may have supplied a paper or sections of a paper to another student and who may or may not be enrolled in the class in question may be charged.
4. The Dean of Students will give written notice to the individual(s) involved within 24 hours of the complaint, and the student will be given 48 hours to prepare a defense. The Judicial Board will determine guilt or innocence in each case. In those cases where the student is guilty, the Judicial Board will apply a penalty taken from these guidelines, taking into consideration the recommendation of the professor. The ruling of the Judicial Board may be appealed to the vice president for academic affairs, whose ruling will be final and binding.

*The Board is made up of three professors (the three elected members of the Faculty Grievance Committee, with ex-officio members serving as alternates), and three students appointed by the Student Government Association.

Transcripts

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

Fax Policy: Faxed requests will be treated in the same manner as above. Emergencies can be

met with overnight, same day, or next day express mail. Loan deferment forms can be sent if the fax is located in the loan office. Original forms will be sent as follow-up through the mail. **Documents received by fax are considered "unofficial" and may be used as working documents only.**

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

St. Ambrose University Organization

College of Arts and Sciences

Departments

Art
Biology
Chemistry
Criminal Justice
English
History and Geography
Languages and International Studies
Mathematics
Music
Philosophy
Physics, Engineering and Astronomy
Political Science
Psychology
Social Work
Sociology
Theatre
Theology

College of Business

Departments

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

College of Education and Health Sciences

Departments

Education
Health, Physical Education and Sports Science
Nursing
Occupational Therapy
Physical Therapy

College for Professional Studies

ACCEL Program
Continuing Studies and Conference Center
Distance Education
Professional Development

Special Programs

Certificates

Gerontology
Organizational Leadership
Organizational Management
Pre-Law (Political Science)
Youth Ministry

Concentrations

Undergraduate Concentrations

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

Graduate Concentrations

Finance (MBA)
Human Resource Management (MBA)
Information Systems (MAcc)
Information Systems (MBA)
Marketing (MBA)

Interdisciplinary Minors

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

Health Sciences Programs

St. Ambrose offers directed preparation for programs in medicine, osteopathic medicine, dentistry, medical technology, and veterinary medicine. For information, contact the chairs of the Biology or Chemistry Departments, or the director of Admissions. St. Ambrose also has several variations of programs to prepare for entry into a school of chiropractic study. For information, contact the Biology Department.

Pre-Law Program and Certificate

There are a number of courses about law at St. Ambrose to help students decide whether to seek professional specialization as a lawyer. A guided program of pre-legal studies also is available to prepare students for law school. Pre-law advising is available through the Political Science and the Philosophy Departments. Students receive help planning a course of study and law school placement. See the Political Science area in this catalog for information on the Pre-Law Certificate. For more information, contact the Political Science Department.

Study Abroad Programs

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

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

ACCEL Program

The ACCEL Program

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

Bachelor of Business Administration (BBA)

Bachelor of Business Administration (BBA)

(Accounting major)

Bachelor of Applied Management Technology

(BAMT)*

Bachelor of Arts (Computer Network

Administration major)*

Bachelor of Special Studies (BSS)*

Bachelor of Elected Studies (BES)*

Master of Organizational Leadership (MOL)

* also available in the traditional semester-long format

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

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

ACCEL students receive an extended syllabus, called a module, with their text books. Each module includes a comprehensive outline of the course assignments and activities. Students complete an assignment prior to the first class so they are prepared to participate in meaningful

discussion and activities at the initial meeting.

Because all ACCEL students are mature adults who have work experience, students learn from one another in addition to learning from the facilitator. All class meetings are highly interactive. Students participate in group projects, give presentations, and work within team structures in addition to completing individual assignments. Students utilize leadership skills and apply the concepts which are learned each week through the various methods described above.

Admission Information

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

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

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

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

Policy on Students Enrolling in Campus and ACCEL Courses

SAU students who

- have declared majors not offered by ACCEL
- have met the ACCEL admission criteria
 - 24 credits,
 - GPA 2.0 or above,
 - 23 years of age or 3 years full time work experience
- have approval of their on campus advisor (cognizant that the ACCEL format may not be appropriate for all students)
- are paying tuition either in the zone or by the credit hour

- are in good financial standing (no large outstanding tuition due)
 - have no outstanding incomplete grades
- will be allowed to enroll in SAU courses offered through the ACCEL program and pay the ACCEL tuition for each ACCEL course taken. (Credits taken through ACCEL will not be included in the zone tuition rate. Institutional grants/scholarships will not apply to ACCEL courses. Federal and state financial aid may be applied to ACCEL tuition.)

Students who have declared on-campus majors may take no more than 9 credits in the declared major in ACCEL without the department chair's permission.

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

Seminary

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

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

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

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

Undergraduate Programs

Accounting

The Department of Accounting offers an undergraduate major in Accounting, International Accounting and Modern Languages, and a Master of Accounting program. The objective of the undergraduate accounting program is to provide 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 services to other programs, the department offers a minor in accounting.

Requirements for a Major: MATH 151 or equivalent as determined by the Accounting Department; 27 semester credits in required accounting courses including ACCT 201, 202, 301, 302, 304, 305, 307, 309, 312 and six elective credits from ACCT 306, 310, 314, 401, and 402; nine credits in economics including ECON 201, 202, and 307 or 331; 15 credits in business administration including STBE 337, BUS 301, 302, and six elective credits from FNCE 300, MKTG 309, MGMT 310, 316 or INTL 321. Majors are also required to have earned a 2.25 average GPA in all accounting courses.

Requirements for a Major in International Accounting and Modern Language: MATH 151 or equivalent as determined by the department; 30 semester credits in accounting including ACCT 201, 202, 301, 302, 304, 305, 307, 309, 312, 401 and three elective credits from ACCT 306, 310, and 402; nine credits in economics including ECON 201, 202, and 307 or 331; 15 credits in business administration including STBE 337, BUS 301, 302; and six elective credits from INTL 321, MKTG 322, ECON 331 or MAC 618; 12 semester credits of a foreign language (all one language) at 300-level or above, including a course in Business French,

German or Spanish. Majors are also required to have earned a 2.25 average GPA in all accounting courses.

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

Course Descriptions

ACCT 101. Accounting for Small Business Operations 3 credits

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

ACCT 201. Accounting Principles I 3 credits

Provides an understanding of the basics of financial accounting and reporting. It includes transaction analysis, recording of transactions in journals and ledgers, accounting for assets, liabilities and owner's equity and preparation of financial statements in conformity with Generally Accepted Accounting Principles (GAAP).

ACCT 202. Accounting Principles II 3 credits

Provides a further understanding of the basics of financial accounting and reporting and provides an understanding of the basics of managerial accounting. It includes accounting for capital stock transactions, preparing and analyzing financial statements of corporations, product costing, budgeting and managerial control. Prerequisite: ACCT 201.

ACCT 301. Intermediate Accounting I 3 credits

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

ACCT 302. Intermediate Accounting II 3 credits

In-depth analysis of some of the more challenging accounting areas. Topics include fixed assets,

+ = Applicable toward general education degree requirements

WI = Writing intensive course

contributed capital, revenue recognition, and statement of cash flows. Offered spring semester. Prerequisites: ACCT 201, 202, 301.

ACCT 304. Auditing 3 credits

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

ACCT 305. Income Tax Procedures I 3 credits

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

ACCT 306. Income Tax Procedures II 3 credits

A review of the federal tax code as it relates to corporations, partnerships, estates and trusts. Includes tax planning to maximize preferential tax treatment. Prerequisites: ACCT 201, 202, 301, 305.

ACCT 307. Cost Accounting 3 credits

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

WI-ACCT 309. Special Accounting

Topics 3 credits

Specialized analysis of selected accounting topics including leases, earnings per share, bond transactions, accounting for income taxes and pensions. Makes intensive use of cases and presentations. Prerequisites: ACCT 201, 202, 301, 302.

ACCT 310. Governmental Accounting 3 credits

An overview of fund accounting for governmental and nonprofit entities. Underlying concepts of fund accounting and interfund relationships.

Prerequisites: ACCT 201, and, 202 with a 2.5 average GPA for those courses.

ACCT 312. Accounting Information Systems 3 credits

A study of computerized accounting information systems to explain how such systems are designed, used, controlled and protected. Spreadsheet and database assignments are required to show how computers can be used by businesses. Prerequisite: ACCT 201, 202, 301.

ACCT 314. Internal Auditing 3 credits

An overview of the internal audit function. Topics include establishing the function within an organization, risk assessment, sampling and other quantitative methods, report writing, fraud investigation, and professional ethics. Prerequisites: ACCT 201, 202, 301, 302, 304.

ACCT 401. Advanced Accounting 3 credits

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

WI-ACCT 402. Accounting Issues

Seminar 3 credits

Focuses on the theoretical and practical issues and controversies in accounting. Discussion-oriented course which allows students to tie all they have learned in a meaningful manner, and to relate their learning to real world issues. Prerequisites: ACCT 201, 202, 301, 302.

Applied Management Technology

The Bachelor of Applied Management Technology (BAMT) degree program is designed to build on a two-year Associate of Applied Science (AAS) degree. As an AAS degree holder, the student will have already com-

pleted a specialized technical, vocational or professional study program and may now add general education and applied management studies to earn a baccalaureate degree.

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

Individual Student Curriculum Plan

Each student entering the program may have completed a different sequence of college-level courses considered for transfer—courses which are part of the AAS degree as well as other college level courses. Therefore, modifications to the required course list, which follows, may be necessary for individual students. An individual student curriculum plan must be developed by the student and advisor.

Program Delivery Format Options

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

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

Requirements for the BAMT Degree

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

1. Take placement tests in writing, math and reading. In cases where students have earned college level credit in writing or math, placement will be made based on prior coursework.
2. Complete any developmental courses and/or prerequisites if necessary.
3. Prior to completion of 12 semester hours at St. Ambrose University, complete IL 101: Information Literacy, with a grade of “Pass.”

4. Complete a minimum of 30 credits at the 300/400 level, and two writing intensive (WI) courses, one must be at the 300/400 level.
5. Complete the required courses and electives at SAU. Credits at SAU will vary from 60 to 74, excluding developmental and prerequisite courses. The total credits required may range from 120-134 depending on the courses taken as part of the AAS degree.

General Education Requirements

Skills complete: ENGL 101; MATH 151; COMM 329; PED 149; IL 101.

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

Humanities, from the Humanities general education category select: PHIL 305; one Theology course at the 200/300 level (3 cr); one Philosophy or Theology course at the 300/400 level (3 cr); one course, not from Philosophy or Theology, at the 300/400 level (3 cr); one elective course at the 300/400 level (3 cr).

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

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

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

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

Refer to “Courses that Meet General Education Requirements of the 2003-2005 Catalog” in the Degree Information section for more information.

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

BAMT Required Core Courses:

ACCT 201, 202; BUS 201 or 301; ECON 201, 202; ENGL 217; FNCE 303; MKTG 309; MGMT 310; MGMT 349 (350 for ACCEL students only); STBE 205.

Art

The Art Department believes that art is an all-inclusive discipline in which forms, ideas and times are connected. As educators and artists, we teach our students how to understand and create art that speaks to this interconnectedness. We present students with a holistic experience in which aspects of their minds, bodies and spirits are explored, challenged, expressed, and enriched. The Art Department offers three degree programs—each conferring a bachelor of arts—in graphic design, fine art and art education. These courses of study prepare art majors for graduate studies, for careers in graphic design and studio arts, for K–12 art teaching certification, and for many other art-related, professional occupations.

Requirements for a Major: ART 100, and 26 semester credits above the first year level including ART 201, 205, 206, 207, 208, 250, 251, 303, 351, and three further credits of art history.

Fine Arts Major: 22 additional credits including ART 304, 330, 331, 400, 430, 431, and six credits of electives.

Graphic Design Major: 22 additional credits including ART 200, 210, 231, 233, 306, 310, 401, 410.

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

Requirements for an Art Education Teaching Major K–6 and 7–12: 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 100, 200, 201, 205, 206, 207, 208, 220, 251, 303, 305, 330, 340, 342 and 351. Education course requirements are found in the Education Department section.

The Schatz Wildlife Art Scholarship, Meerbusch, Germany: This art scholarship is given to St. Ambrose art students for study abroad approximately every other year. Professor Manfred Schatz will take students for painting and drawing instruction in his Meerbusch studio. Scholarship includes a stipend for room and board and roundtrip airfare to Dusseldorf, Germany. Students may apply to the Art Department chair.

Course Descriptions

+ART 100. Drawing Introduction 3 credits

A course in the basics of the visual language as expressed in drawing. Students initially draw from direct observation using a variety of media. Lessons progress to increasingly expressive interpretations of content. Concentration on pictorial composition and technical fluency.

+ART 120. Topics in Art History 3 credits

An introductory exploration of art history, focusing on specific themes and topics to be specified each semester offered. This course requires no previous exposure to art history.

+ART 150. Survey of Art Studio 2 credits

Non-art majors only. This course offers hands-on studio experience in a variety of art media and familiarity with common art terminology and basic art history.

+ART 200. Calligraphy 3 credits

An introductory study of Root Alphabets of Western calligraphy, utilizing shaded writing implements such as steel and felt-tipped pens, and brushes for writing and lettering. An understanding of page design is developed as letter forms, page decoration and illumination are combined. Eight to twelve alphabets studied.

+ART 201. Studio Fundamentals:

Painting 3 credits

Basic painting principles are investigated using the tools and techniques of tempera, acrylic and watercolor paints. Paintings are created from both observation and imagination. Studies include the value scale, color theory, and color interaction.

ART 205. Studio Fundamentals:

Computers in Art 3 credits

An introductory course dealing with the ways in which the computer can be applied to the artistic process. Basic drawing, painting, photo-manipulation, and publishing techniques will be explored. Prerequisite: ART 100.

+ART 206. Studio Fundamentals:

2-D Design 3 credits

This course provides the foundation for working in 2 dimensions. A primary objective of the class is for students to appreciate and experience the many levels of organization relevant to creating successful artwork. In this course the basic elements of design are studied. Line, shape, color and composition are isolated, analyzed and experimented with and appreciated for their communicative power. The course provides an investigation of the ways abstraction delivers meaning. Prerequisite: ART 100.

+ART 207. Studio Fundamentals:

Drawing 3 credits

An exploration of the expressive possibilities of representational image making. Special emphasis on the physical effects of light, linear perspective, elementary figure composition and the creation of narrative. Prerequisite: ART 100.

+ART 208. Studio Fundamentals:

3-D Design 2 credits

Introductory level course involving the interpretation and application of the basic principles of

three-dimensional design to a variety of problem solving experiences. Emphasis on conceptual growth and personal expression through the investigation of the expressive nature of materials. Prerequisite: ART 100. Corequisite: ART 206 or instructor's permission.

ART 210. Graphic Design I 3 credits

Design theory, layout, and the creative process come together to add purpose and meaning to a variety of visual communications. Fundamentals of typography are explored. Prerequisites: ART 205, 206, 231, 233 or permission of instructor

#ART 220. Introduction to Prints 3 credits

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

ART 231. Survey of Advertising Principles 3 credits

Principles of design as used in printed advertising. Students create layouts in a variety of contexts. Newspaper, magazine, poster-style and direct mail advertising will be investigated.

+ART 233. Photography I 3 credits

Beginning course in black & white photography. Student will use their own camera (35mm manually operated SLR) as a creative tool for personal investigation and storytelling. Film exposure and development, print enlargement and basic pictorial composition are covered. Color use will be briefly introduced.

+ART 234. Photography II 3 credits

Advanced course for students with experience in basic photography. Personal projects in photo journalism, commercial studio practice and art photography will be completed. Prerequisite: ART 233 or permission of instructor.

+ART 250. Art Through the Ages I 3 credits

An introduction to the different styles and functions of art during the historical periods leading up to the late Middle Ages; provides the tools for

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

understanding the visual culture of each period against the cultural background of their times. Focuses primarily on the Western artistic tradition.

+ART 251. Art Through the Ages II **3 credits**

An introduction to the different styles and functions of art during the historical periods from the late Middle Ages through the present day; provides the tools for understanding the visual culture of each period against the cultural background of their times. Focuses primarily on the Western artistic tradition.

+ART 303. Figure Composition and Anatomy **3 credits**

Figure Composition is designed as an intensive study of the human form. A thorough perceptual understanding of the figure is gained from a combination of study from live models and an overview of the figure's skeletal and muscular systems. The course emphasizes working from life. Prerequisites: ART 206, 207.

+ART 304. Figure Drawing **3 credits**

Figure Drawing provides advanced study of the posed human figure and its expressive potential. Experimentation with a variety of media, techniques and concepts expands awareness of the wide stylistic range of figuration. Prerequisites: 206, 207, 303.

+ART 305. Ceramics **3 credits**

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

ART 306. Illustration **3 credits**

Study of the uses of drawing, painting and other media in commercial art. Techniques, and contexts of illustration will be explored along with its major practitioners, past and present. Prerequisites: ART 201, 206, 207.

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

Advanced study of type and image as they relate

to problem solving within a professional practice. Design methodology, 4-color process and production techniques are studied. Prerequisites: ART 207, 210.

ART 319. Independent Study in Art History **1–4 credits**

Individual study open to junior and senior art students wishing to do further research in art history and research methodology. Permission of instructor required.

+ART 320. Advanced Topics in Art History **3 credits**

An advanced study of specific art historical themes, geographical regions, media, movements or artists. Topics will be announced each semester the course is offered. Junior standing or instructor's permission.

ART 330. Painting I **3 credits**

Painting I is designed to provide a strong foundation for the study of oil painting. A thorough understanding of the techniques, materials and concepts is developed as awareness of the medium's expressive possibilities is advanced. Prerequisites: ART 201, 206, 207.

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

Painting II, continues the foundation study of oil painting. Study of technical aspects of oil painting is combined with awareness of the medium's expressive potential. Prerequisite: ART 330.

ART 335, 336. Special Topics In Studio Art **1–3 credits**

Advanced, guided work in chosen medium to meet specific needs of the art major. Prerequisite: Junior or senior standing, instructor permission.

ART 340. Elementary Art Methods **3 credits**

Concentrates on visual aesthetics, 2 and 3 dimensional arts, national and state art standards, and other information useful to the elementary art teacher.

ART 342. Secondary Art Methods 3 credits

Concentrates on visual aesthetics, 2 and 3 dimensional arts, national and state art standards, and information useful to the secondary art teacher.

+WI-ART 350. American Art 3 credits

The course covers the major issues and developments in American painting, graphic arts and sculpture, from the colonial period through contemporary American art. Students will analyze portrayals of the nation's visual icons, investigating the ways the American visual culture has reflected the nation's history. Among the themes to be addressed are: the historical development of national imagery, meanings and agendas; representations of race, class and gender; patronage in American art; art and history; art and politics; art and the frontier; art and the landscape; etc. Sophomore standing or instructor's permission.

+WI-ART 351. Art of the Modern World 3 credits

Course material will cover the development of the major movements, ideas and artists of twentieth-century Western art, examining significant examples within the cultural, social and political context of their creation. Prerequisite: ART 251.

+ART 352. Beyond the Western World 3 credits

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

+ART 354. The Christian Heritage in Art 3 credits

The art of the Christian Church, from early Christian times to the present, has uniquely molded the art history of the western world. This course studies architecture, sculpture and painting created to serve the purposes of the Christian church from its inception to the present day. Prerequisites: ART 250 or 251 or permission of instructor.

ART 400. Senior Honors: Fine Arts 1 credit

Advanced studio work in student's area of concentration. In addition to completing sufficient art work for the senior exhibit, students will create a resume, statement of artistic intent and a slide portfolio. Prerequisite: Permission of department chair.

ART 401. Senior Honors: Graphic Design 1 credit

Advanced studio work in student's area of concentration. In addition to completing sufficient art work for the senior exhibit, students will create a resume, statement of artistic intent and a slide portfolio. Prerequisite: Permission of department chair.

ART 410. Graphic Design III 3 credits

Graphic design principles and skills are applied to projects at the professional level. The class is run like a design studio with budget and time constraints. Includes study of the Web within overall marketing strategy.

ART 430, 431. Painting III, IV 3 credits

These courses provide an opportunity for further investigation of oil painting. Students will work towards a more individualized style and investigate the role of content in painting. Emphasis placed on the development of the skills necessary to convey ideas in a meaningful way. Prerequisites: ART 331.

ART 499. Internship in Art 1-4 credits

Junior or senior level art students work to gain practical experience in the fields of commercial and fine art. Prerequisites: Junior or senior art major status and permission of advisor. Pass/No pass course.

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

Astronomy

Course Description

+ASTR 201. Astronomy 3 credits

Observational descriptions of the moon, stars, planets and galaxies. Theories of their origin and evolution. Use of telescopes and other observational equipment. Two lectures and one lab per week. Prerequisite: MATH 121.

Biology

The Biology Department offers a broad curriculum with a flexibility that allows students to tailor their studies to individual goals. Courses for majors emphasize your development as a scientist and allow you to develop a variety of specializations including environmental biology, pre-health professions, and molecular biology.

Students interested in teaching biology will also benefit from this broad-based training. Biology students in any program are eligible for election to Beta Beta Beta, the national honorary biology fraternity.

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

31 semester credits of biology, including BIOL 103, 104, 300, 301, 303, 307, 348; one of the following: BIOL 211, 221, 231, or 241; CHEM 105, 106, 207, 209; MATH 151 or 171; STAT 213; PHIL 207, 310, 311, WI-THEO 219, 311 or another course approved by the department.

Requirements for a Bachelor of Science in Biology

Teaching Major: Complete the requirements for a Bachelor of Science Degree with a Major in Biology plus the following: One additional course from: BIOL 202, 211, 221, 231, or 241; and BIOL 310 or 321. Students completing this degree are strongly encouraged to pursue endorsements in General Science, Chemistry, or other science disciplines. Some of these endorse-

ments may only require one additional course. Please contact the Department of Education for further details.

Requirements for a Teaching Minor in Biology: 24 semester credits of biology including BIOL 103, 104, 348; at least two courses from BIOL 202, 211, 221, 231, 241; and enough 200- or higher-level electives in biology to complete the required 24 semester credits; CHEM 105; MATH 151.

Requirements for a non-teaching minor in Biology:

15 semester credits in biology.

Optional Concentrations

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

Requirements for a Concentration in

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

Requirements for a Concentration in Molecular

Biology: BIOL 211 (also meets major requirement), 330; BIOL 401 and 402, or CHEM 428 and 429; MATH 191; PHYS 203, 204 or PHYS 251, 253, 254; CHEM 208, 210, 319. Recommended: PHIL 207 or 310.

Requirements for a Concentration in Pre-Health

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

Course Descriptions

+BIOL 101. Principles of Biology 4 credits

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

+BIOL 103. General Biology I 4 credits

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

+BIOL 104. General Biology II 4 credits

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

+BIOL 106. Human Genetics 3 credits

Introduction to principles of classical and molecular genetics and their application to human biology and society. Topics include human genetic disease, medical genetics and reproductive technology, biotechnology, and genetic engineering.

+BIOL 107. Plants and Civilization 3 credits

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

+BIOL 108. Principles of Evolutionary Change 3 credits

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

+BIOL 109. Environmental Science 4 credits

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

+BIOL 110. Natural History for Poets 3 credits

Students learn local flora and fauna as a tool for

understanding basic ecological principles. Lecture and field study. For non-science majors.

+BIOL 112. Humans and Disease 3 credits

An introduction to the biological sciences with a special focus on the functioning of the human body in health and disease.

+BIOL 123. Selected Topics in Biology 2-4 credits

Investigation of selected biological topics not treated in regular department course offerings.

BIOL 150. Career Orientation in the Biological Sciences 1 credit

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

BIOL 202. Human Anatomy and Physiology 4 credits

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

BIOL 203. Cadaver Dissection Lab 1 credit

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

BIOL 204. Advanced Human Anatomy and Physiology 4 credits

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

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

BIOL 211. Microbiology 4 credits

Taxonomy, physiology and genetics of microorganisms. Isolation, culturing and observation of bacteria. Role of bacteria in infection and immunity. Prerequisites: BIOL 103, 104; CHEM 105.

+STAT 213. Applied Statistical Reasoning for the Sciences 3 credits

Cross-disciplinary course on how and why scientists use statistics to describe and interpret information they gather. Topics include descriptive statistics and basic inferential statistics. Prerequisites: Introductory course in major; MATH 121 or passing grade on screening test.

BIOL 221. Invertebrate Zoology 4 credits

Phylogenetic study of invertebrate animals, emphasizing functional morphology and systematics. Laboratory includes dissection and study of representative types. Lecture and laboratory. Prerequisites: BIOL 103, 104.

BIOL 231. Vertebrate Zoology 4 credits

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

BIOL 241. Plant Taxonomy 4 credits

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

WI-BIOL 300. Biological Literature and Communication 3 credits

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

BIOL 301. Cell and Molecular Biology 4 credits

Introduction to principles of cell structure and function with emphasis on eukaryotic cells. Laboratory focuses on current techniques in cell

and molecular biology. Lecture and laboratory. Prerequisites: BIOL 104; CHEM 106, 207, 209; MATH 151 or equivalent.

BIOL 302. Embryology 4 credits

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

BIOL 303. Genetics 4 credits

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

BIOL 304. Animal Histology 4 credits

Microscopic study of tissues and organs including laboratory techniques involved in preparation of slides. Lecture and laboratory. Prerequisites: BIOL 103, 104.

WI-BIOL 307. Ecology 4 credits

Principles of interactions of naturally occurring plant and animal populations with their physical/biological environments. Lecture and lab. Prerequisites: BIOL 103, 104; CHEM 105; MATH 151 or equivalent; STAT 213.

BIOL 310. Midwestern Ecosystems 3 credits

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

BIOL 314. Animal Physiology 4 credits

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

BIOL 316. Toxicology 3 credits

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

BIOL 321. Special Topics in Field Biology and Ecology 2–3 credits

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

BIOL 323. Special Topics 2–3 credits

Investigation of selected biology sub-disciplines not treated in the department's regular offerings.

BIOL 330. Recombinant DNA Techniques 4 credits

Instruction and experience in the manipulation and study of genetic material. Introduction to some instruments and techniques used in a modern molecular biology laboratory. Prerequisites: BIOL 103, 104, or instructor permission.

BIOL 348. Evolution 3 credits

Introduction to theory of organic evolution including discussion of mechanisms of evolutionary change and the history of life. Prerequisites: Two of the following: BIOL 301, 303, 307, or instructor permission.

BIOL 399. Internship in Biology 2–5 credits

Work experience with professional supervision in any field of biology or its allied health professions. Prerequisites: Junior standing in biology and consent of the internship director.

BIOL 401, 402. Biological Research 1–3 credits

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

BIOL 500. Human Gross Anatomy 5 credits

A regional-based study of the human body involving cadaver dissection. Students will apply knowledge of anatomy to clinical practice. Some discussion of embryonic development and how it relates to adult anatomy will also occur. Prerequisites: BIOL 202, 204; acceptance into the DPT program or permission of instructor.

Business

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

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

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

CORE COURSES

Requirements for a Bachelor of Arts for all (Non-Teaching) Majors in General Business, Economics, Finance, International Business, Management, and Marketing: ACCT 201, 202; BUS 201; ECON 201, 202; FNCE 300; MATH 151; MGMT 310, 349; MKTG 309; PHIL 305; STBE 337.

ADDITIONAL MAJOR REQUIREMENTS

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

Requirements for a General Business Major: MGMT 320, 332; FNCE 401; one of the following: MKTG 328, ECON 321 or 331.

Requirements for an Economics Major: An additional 18 hours of economics above ECON 201, 202 including ECON 312, 313; one of the following ECON 329 or 331. MATH 191, 192 are recommended to pursue graduate work in economics.

+ = Applicable toward general education degree requirements

WI = Writing intensive course

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

Financial Institutions Concentration: ECON 313; FNCE 402; FNCE/ECON 403, 492; one of the following: FNCE 401, ECON 312 or 327. This sequence will earn a major in finance and a minor in economics.

Corporate Concentration: ACCT 301, 302, 307; FNCE 401, 491; one of the following: ACCT 306 or 401. This sequence will earn a major in finance and a minor in accounting.

Finance and Economics Concentration: ECON 312, 313; two of the following: FNCE 402, FNCE/ECON 403 or 492; two of the following: ECON 323, 325 or 327. Must also have taken MATH 191 and STBE 305. This sequence will earn majors in both economics and finance.

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

Requirements for a Management Major: MGMT 320, 332; STBE 333; two of the following: MGMT 316, 325, 337, 338 or 399.

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

TEACHING MAJOR REQUIREMENTS

Requirements for a General Business Education Teaching Major (7-12): ACCT 201, 202; STBE 337; BUS 301, 302; FNCE 300; MKTG 309; MGMT 310, 349; ECON 201, 202; CSCI 205; EDUC 205/207 (B or better), 284, 300, 301, 305, 308, 309, 336, 342, 419; SPED 210; U.S. history or government. All grades must be C or better unless specified. For entrance into the Practitioner Preparation program, students need

a 2.7 cumulative and major grade-point average, a 3.0 GPA in education course work and 70 hours of fieldwork.

Requirements for an Economics Teaching Major (7-12): 30 semester hours including ECON 201, 202, 312, 313; STBE 337; MGMT 349; nine semester credits in economic electives.

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

MINORS

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

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

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

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

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

Requirements for a Business Marketing and Management Teaching Minor (7-12): MKTG 309, 348; MGMT 310, 316; 12 credits of economics electives including ECON 202. Education courses required for teaching are found in the Education Department section.

Course Descriptions

BUSINESS COURSES

BUS 201. Legal Environment of Business 3 credits

A practical overview of the law in relation to the transaction of business, with particular attention given to the study of material on law and regulation for managers. Prerequisite: Sophomore standing or above.

BUS 301. Business Law I 3 credits

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

BUS 302. Business Law II 3 credits

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

BUS 341. Internship in Business 3–6 credits

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

BUS 345. Independent Studies 3 credits

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

ECONOMICS COURSES

+ECON 101. Economics Survey 3 credits

Provides the student with a survey of the primary insights of economic theory, including national income accounting, income determination, unemployment, inflation, monetary policies. Interconnection between government, business and individuals including practical applications for living in a market economy will be explored.

+ECON 201. Principles of Macroeconomics 3 credits

Introduction to national income accounting, income determination, unemployment, inflation and monetary fiscal policy problems of business cycles and economic growth.

+ECON 202. Principles of Microeconomics 3 credits

A study of behavior of individual economic units, such as the household and the firm, together with various market structures of product and resource markets.

ECON 307. Money, Banking and Financial Institutions 3 credits

Money and financial institutions in structure and movements of general economic system, monetary theory and growth, and selected domestic and international problems of monetary economics. Prerequisites: ECON 201, 202.

ECON 312. Intermediate Macroeconomic Theory 3 credits

Analysis of factors determining the level of output, employment and the rate of inflation; study of consumption, investment, money and interest; analysis of business cycles, stabilization policies and growth models. Prerequisites: ECON 201, 202.

ECON 313. Intermediate Microeconomic Theory 3 credits

Emphasizes economic efficiency, focusing attention on resource pricing, employment, how prices function so as to allocate resources among competing alternatives, and evaluating and criticizing economic controls of government over prices and production. Prerequisites: ECON 201, 202; STBE 205.

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

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

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. Course offered every two years spring semester. Prerequisites: ECON 201, 202.

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

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

ECON 327. Industrial Organization **3 credits**

Effect of industrial market structure on market behavior and on economic efficiency, firm motivation, vertical firm relationships, measuring the degree of competition, price discrimination, advertising, invention and innovation. Offered every two years, spring semester. Prerequisite: ECON 202.

ECON 329. Economic Development and Growth **3 credits**

Theory of growth and development; agricultural development, costs and benefits of industrialization, domestic/foreign resources for development, industrialization and trade policy and development planning. This course is normally scheduled only during the fall semester of even numbered years. Prerequisites: ECON 201, 202.

ECON 331. International Economics **3 credits**

Theory of international trade, government policy and trade restrictions; foreign exchange and balance of payments; trade policy and developing

countries; regional trade integration; and the international monetary system. Prerequisites: ECON 201, 202.

ECON 375. Law and Economics **3 credits**

Examines law and legal institutions and their effect upon human activity from the perspective of economics. Introduces students to the economic approach to law using economic principles, and focuses on how rules created by law establish implicit prices for different kinds of behavior. Topics include economic analysis of common law, property rights, contracts, torts, criminal law and law enforcement institutions, illicit drug policy, and an introduction to constitutional economics.

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.

FINANCE COURSES

FNCE 200. Personal Finance **3 credits**

This course studies the process of personal financial planning. Emphasis is on the development of financial plans, the understanding of various instruments for borrowing and investing and the integration of the personal financial plans with the finances of the owner-run business. Prerequisite: Sophomore standing.

FNCE 300. Principles of Finance **3 credits**

Today's student wants to learn about all areas of finance rather than just how the large corporation functions. The course includes coverage of the three main topic areas: markets and institutions, investments, and managerial finance. While the greatest emphasis of the course is on corporate topics, the amount of detail has been limited to facilitate coverage of areas that are of interest to a greater number of students. This broad approach appeals to majors and non-majors alike by allowing students to better

understand financial information for making business and personal finance decisions.

Prerequisites: ACCT 201, 202; ECON 201, 202.

FNCE 301. Financial Valuation in the Corporation
3 credits

This course stresses three critical elements of corporate finance: the relationship of the corporate form to external funding in markets, the use of valuation principles to evaluate new investments by the company and the day-to-day duties that are required in the Treasury function of corporate finance. Prerequisite: FNCE 300.

FNCE 302. Investments: Security Analysis in a Global Environment
3 credits

This course is the first course in Investments, focusing on security analysis. It covers a range of topics related to security selection, with an emphasis on portfolio selection only where needed. The topics include coverage of the institutional structure of equity markets, fundamental methods of security selection, a discussion of whether efficient markets, technical methods of security selection, and valuation models for equity. Prerequisite: FNCE 300.

FNCE 401. Financial Planning and Decision-Making
3 credits

This course may be approached as an advanced course in financial valuation and sources of funds or as a case course, depending on the instructor. In either case, relevance would be on practical application. The course would require students to apply valuation and financing methods to realistic situations and emphasize both the role of financial analysis in strategic and tactical planning and the interrelationship between functional areas of the company in performing financial analysis. The end point of the course will be to expose students to current best practices in the analysis considered. Prerequisite: FNCE 301.

FNCE 402. Investments: Bond, Fund and Risk Management
3 credits

This course builds on the security analysis course in three fundamental areas: valuation and investment in fixed income instruments, issues in the management of funds (such as fund purposes and active versus passive management), and the analysis and hedging of risk in all investment decisions (derivative instruments and arbitrage-based strategies will be surveyed). Prerequisite: FNCE 302.

FNCE 403/ECON 403. Management of Financial Institutions
3 credits

This course is an in-depth coverage of the issues involved in managing a financial institution. This course could be focused on some subset of many relevant issues: the management of the institution from the asset and liability perspective, the management of the institution from the risk management perspective, the role of regulation in institutional management, the impact of market consolidation on bank management, the impact of multi-function institutions and the special management issues involved, etc. The course could have a content or case focus, depending on the topics covered. Prerequisite: FNCE 301.

FNCE 491. Topics in Corporate Finance
3 credits

This course is designed to have varying topics, depending on the issues relevant to at the time or the interests of students or faculty. Topics could range from: off-balance sheet activity, mergers and acquisition, divestitures/downsizing, corporate diversification (synergistic versus traditional), corporate governance, etc. Prerequisite: FNCE 401.

FNCE 492/ECON 492. Topics in Valuation
3 credits

This course is designed to have varying topics, depending on the issues relevant to at the time or the interests of students or faculty. Topics could range from: derivative valuation, hedge fund

+ = Applicable toward general education degree requirements

WI = Writing intensive course
66

management, international valuation and risk, arbitrage-based strategies, analyst due diligence, institutional trading activity, advanced technical analysis, etc. Prerequisite: FNCE 402.

INTERNATIONAL BUSINESS COURSES

INTL 221. Survey of International Business 3 credits

An introduction to the international dimensions of doing business. Considers economics, history, geography, and ethical and cultural aspects of business. Current events supplement textbook study.

INTL 370. International Field Experience 3 credits

A study abroad experience of 8 weeks or more, or a shorter-term study abroad experience combined with either a service project of 50 hours with immigrants, or an international business internship of at least 50 hours.

INTL 372. Managing Across Cultures 3 credits

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

INTL 377. International Business Environment 3 credits

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

INTL 399. Topics in International Business 3 credits

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

MANAGEMENT COURSES

MGMT 101. Foundations of Business 3 credits

Survey of the primary topics of business, includ-

ing management, personnel, finances, marketing, economics, business ownership and ethics.

WI-MGMT 310. Principles of Management 3 credits

Research from several social science disciplines applied to the study of effective management of organizational strategy, structure and behavior. Topics include planning, organizing, leadership and control. Interrelationships examined between needs and expectations of the individual and the organization and society.

MGMT 316. Entrepreneurship 3 credits

Explores how and why new businesses are founded. Considers the characteristics of successful entrepreneurs; the research, financial, and management skills needed in a business start-up taught through the development of a business plan.

MGMT 320. Human Resource Management 3 credits

Introduction to the Human Resource functions of workforce planning, legal requirements, work design, recruiting, selection, training and development, performance management, labor and employee relations.

WI-MGMT 325. Leadership in Organizations 3 credits

An introduction to leadership in organizations, including both historical and current behavioral theories. Application to life experiences will be addressed. Prerequisite: MGMT 310 or permission of instructor.

MGMT 332. Organizational Theory and Behavior 3 credits

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

MGMT 336. Mediation 3 credits

Explores and analyzes established and cutting

edge alternative dispute resolution techniques for resolving business disputes. Includes negotiation, mediation, arbitration, summary jury trial and other third-party interventions.

MGMT 337. Gender in Organizations 3 credits
Explores the impact of gender issues on personal and organizational effectiveness from a leadership and management perspective.

MGMT 338. Diversity in the Workplace 3 credits
Explores the impact of cultural diversity on personal and organizational effectiveness from a leadership and management perspective. Examines the importance of appreciation for cultural diversity for the global manager.

WI-MGMT 349. Strategic Management and Policy 3 credits
The study of the formulation and implementation of corporate and business strategies to achieve the objectives of the organization. This emphasizes environmental, industry, and competitor analyses and includes stakeholder analysis of government, community, consumers, employees and the natural environment. This is the final, integrating course in the business core for all seniors. Senior standing.

MGMT 399. Topics in Management 3 credits
Selected topics, announced as offered, covering various themes. Students may repeat course if on a different topic.

MARKETING COURSES

MKTG 309. Principles of Marketing 3 credits
Survey of theories and resulting activities employed by producers and sellers of goods and services to determine wants of society and ways to satisfy those wants. Topics include external environment as it affects marketing decisions (e.g. economic conditions, population, competition,

legislation), examination of basic elements of a marketing program (e.g. product design, pricing, distribution, and promotion), marketing and social responsibility. Prerequisite: ECON 202.

MKTG 311. Advertising and Promotions Management 3 credits
A study of the theory and practice of advertising, touching upon economic and social aspects, history, market, product and consumer analysis, motivation, art, copy and layout, media selection and budgeting. Prerequisite: MKTG 309 or instructor permission.

MKTG 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. Prerequisite: MKTG 309.

MKTG 328. Marketing Research 3 credits
Planning, scientific investigation, conclusions and recommendations used in solving marketing problems. Topics include survey techniques, observation techniques, experimentation, data tabulation and interpretation of results. Prerequisites: STBE 337; MKTG 309; or approval of department chair.

MKTG 330. Professional Sales Strategies 3 credits
Discipline of sales, including special emphasis on economic and social importance of selling, recruiting and selecting personnel, training, motivation, evaluation and measurement; supervisory problems, techniques and solutions.

MKTG 347. Consumer Behavior 3 credits
Theoretical concepts of consumer behavior, and application of these concepts to marketing strategies and decision-making. How individuals make decisions to spend their resources on consumable goods. Prerequisite: MKTG 309.

MKTG 348. Marketing Strategy 3 credits
Analysis of management functions as applied to

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

product development, market analysis and pricing, control of marketing activities and use of distribution channels. Integrative course using case studies.

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

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

STATISTICS

STBE 337. Statistics for Business and Economics **3 credits**

Principles and applications of descriptive and inferential statistics. Topics covered are data summarization, measures of central tendency, measures of dispersion, fundamental principles of probability, discrete and continuous probability distributions, calculations of “z” and “t” scores, confidence intervals, hypothesis testing, ANOVA, correlation and regression, non-parametric statistics, statistical process control and decision theory. Prerequisites: MATH 151, ECON 201.

Business Administration, Business Admin /Accounting (ACCEL)

Program Delivery Format

The Bachelor of Business Administration (BBA) and Bachelor of Business Administration in Accounting majors are only offered through the St. Ambrose University ACCEL accelerated degree completion program. ACCEL programs are delivered in an accelerated format with most three-credit hour courses meeting once a week for five- or eight-week sessions. Classes are held evenings and weekends for the convenience of working adults, and most classes are held at the university’s Continuing Studies and Conference Center, 1950 E. 54th St., Davenport.

For more information about ACCEL, see the

Academic Information section.

Admission Information

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

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

Bachelor of Business Administration BBA and BBA/Accounting major

The BBA and BBA/Accounting major provide a broad foundation in liberal arts and sciences and introduce students to a wide variety of business areas. The BBA/Accounting major provides skills and knowledge needed for a professional career in accounting. Students may pursue areas of individual interest through business elective courses.

General Education Requirements

Skills (12–13 cr) all courses required: ENGL 101; MATH 151; COMM 329; IL 101; PED 149; PED 206 or other general education approved Physical Education course.

Foreign Language or Multicultural Course complete: the foreign language requirement; or an International Studies or Foreign Language course; or a course from the following list: ENGL 221; GEOG 205; HIST 220, 225, 230, 235, 342, 366; SOC 228; WMST 315.

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

Creative Arts (2–3 cr) from the Humanities or Creative Arts general education categories select: one Art, Music or Theatre course.

Social Sciences (3 cr) from the Social Sciences general education category select: one course from CRJU 101 or 316; GEOG 205; or a Political Science, Psychology, Sociology or Women’s Studies course.

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

Philosophy, Theology, or Catholic Studies (6 cr) from the Humanities general education category select: two Philosophy, Theology or Catholic Studies courses, with at least one at the 300 level. **Multidisciplinary Study** select one of the following three options:

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

OR

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

OR

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

Refer to “Courses that Meet General Education Requirements of the 2003–2005 Catalog” in the Degree Information section for more information.

Requirements for a BBA Major

Foundation Courses: ACCT 201, 202; STBE 205; ECON 201, 202; ENGL 217; MATH 151; PHIL 305; PSYC 105 or 201.

Core Courses: BUS 201 or 301 and 302; FNCE 303; MGMT 310, 320, 332, 350; MKTG 309; STBE 305; and 12 credits selected from Accounting, Business, Economics, Finance, International Business, Management, Marketing.

Requirements for a BBA Minor (27 credits)

ACCT 201, 202; STBE 205; FNCE 303; MKTG 309; MGMT 310; ECON 201 or 202; MATH 151; 3 credits of Business, Economics,

Finance, Management or Marketing at the 300/400 level.

Requirements for a BBA/Accounting Major

General Education Requirements: Same as BBA listed above.

Core Courses: ACCT 201, 202, 301, 302, 304, 305, 307, 309, 312; BUS 301, 302; ECON 201, 202, 307 or 331; STBE 205. Select 6 credits from ACCT 306, 310, 314, 401, 402. Select 6 credits from FNCE 303; MKTG 309; MGMT 310, 316; INTL 321.

Course Descriptions

FNCE 303. Corporation Finance 3 credits

Survey of institutions and procedures involved in financial planning; asset management; obtaining short term, intermediate and long term financing; and evaluation of financial performance. Topics include working capital management, capital budgeting, cost of capital analysis, discussion of alternative capital structures, investment banking, debt and equity issues. Offered in ACCEL format only. Prerequisites: ACCT 201, 202; ECON 201, 202; STBE 205.

WI-MGMT 350. Capstone Seminar 3 credits

Final integrating course for seniors. Begins with an overview of economic history and history of economic ideas and social movements. Covers the impact of interest groups on business and government. Discussion on issues of consumer protection, environmental concerns, equal rights and other social issues. Offered in ACCEL format only. Prerequisite: Senior status.

STBE 205. Elementary Economic and Business Statistics 3 credits

Principles and techniques of basic descriptive statistics with their applications in social and business fields; probability models, random variables, probability distributions, expectations and estimations. Offered in ACCEL format only. Prerequisites: MATH 151 or equivalent; ECON 201 or 202.

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

STBE 305. Intermediate Economic and Business Statistics 3 credits

Estimations, time series, index numbers, regression and correlation analysis, chi-square and decision theory. Offered in ACCEL format only.

Prerequisite: STBE 205 or equivalent.

Catholic Studies

Requirements for an Interdisciplinary Minor in Catholic Studies: A minimum of 18 semester credits, including CATH 201; HIST 307, 308; THEO 411; six semester credits the following: ART 354; CATH 301; HIST 245, 317, 319; MUS 310; PHIL 343, 360; SVLN 201; THEO 202, 215, 219, 302, 309, 362, 404.

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

Course Descriptions

+CATH 201. Introduction to Catholic Studies 3 credits

Interdisciplinary foundations course. Students receive an introduction to the rich heritage of the Catholic intellectual tradition, including Church teachings, Catholic literary and artistic expressions, and contemporary issues in the Catholic community. Prerequisite: One 100- or 200-level theology course or instructor permission.

CATH 301. Readings in Catholic Studies 1–3 credits

Directed readings in topics approved by the Catholic Studies Advisory Committee. Prerequisite: CATH 201 or instructor permission.

Chemistry

The goal of the Chemistry Department is to educate majors to be sufficiently knowledgeable and adaptable as to allow them to compete successfully in chemistry or medical graduate programs, to assume appropriate responsibilities as industrial chemists, and to teach competently at the secondary level. Where ever you want your chemical studies to lead, we can offer a plan of study that will fit your needs. The department has a wide range of chemical instrumentation, such as FTNMR, FTIR, GC, HPLC, and Diode-array UV-VIS, to allow you important hands-on training in these modern chemical analysis methods.

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

Requirements for a Bachelor of Science Degree with a Major in Chemistry: 44 or 45 semester credits in chemistry including CHEM 105, 106, 110, 150, 207, 208, 209, 210, 301, 303, 313, 314, 321, 350, 428 or 440, and one elective from 311, 319, or 333; PHYS 251, 253; and MATH 191, 192. Recommended courses: MATH 290 or 291.

Requirements for a Bachelor of Arts Teaching Major in Chemistry: 31 credits in chemistry, with a total of 47 semester credits in science and mathematics, including: CHEM 105, 106, 110, 207, 208, 209, 210, 301, 303 or 333, 313 or 314, and 350; PHYS 203 and 204 or 251 and 253; and MATH 191, 192. Education courses, including EDUC 343, required for a teaching major are found in the Department of Education section.

Requirements for a Bachelor of Arts with a Pre-Med Concentration: In addition to courses required for the bachelor of arts in chemistry major, students

must take the following courses: CHEM 319; BIOL 103, 104, 202, 204, 301 and 303. Students are encouraged to tailor their studies to admission requirements of medical schools in which they are interested by taking other science and mathematics courses as electives.

Requirements for a Teaching Minor in Chemistry: 25 semester credits of chemistry, including CHEM 105, 106, 110, 207, 208, 209, 210, 301, and 303 or 333.

Requirements for a Non-Teaching Minor in Chemistry: 20 semester credits of chemistry including CHEM 105, 106, 207, 209, and eight elective credits chosen from CHEM 110 or other chemistry courses at the 200-level or above.

Course Descriptions

+CHEM 101. Chemistry and Society 4 credits
Fundamentals of chemical principles for non-science majors, with emphasis on the world of chemistry surrounding us. Basic chemical laws and theory are used to describe commonplace chemical reactions and properties, including those in organic and biochemistry. The final unit discusses current chemical issues. Lecture and laboratory. Prerequisite: MATH 121.

+CHEM 102. History of Chemistry 3 credits
A historical look at the great discoveries of chemistry from the early alchemists to modern chemists. Students will duplicate the great laboratory experiments of such chemists as Priestley, Lavoisier, and Pauling. For non-science majors. Lecture and laboratory.

+CHEM 103. Principles of Chemistry 4 credits
Survey of concepts and applications for students in majors that require one semester of general chemistry. Topics selected from inorganic, organic and biological chemistry. Lecture and laboratory. Prerequisite: MATH 131.

+CHEM 105. General Chemistry I 4 credits
Introductory course required of all chemistry, biology, physics and engineering majors. Basic principles and terminology including atomic and molecular structure, nature of chemical bonds, states of matter and reaction stoichiometry. Lecture and laboratory. Prerequisite or corequisite: MATH 151.

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

CHEM 110. Laboratory Safety 1 credit
Fundamentals of laboratory safety. Satisfies OSHA Right-to-Know training for student laboratory workers. Topics discussed include regulatory codes, guidelines and techniques in lab safety, identification and handling of hazards, information resources, and emergencies. Lecture only. Prerequisite: CHEM 105.

CHEM 120. Chemistry of Art 3 credits
Introduction to chemical principles for non-science majors with emphasis on the application of chemistry to the media and processes used in art. Studies investigate properties and formulations of materials as well as the chemical and physical changes that occur in their use. Lecture and laboratory.

CHEM 150. Career Exploration in Chemistry 1 credit
Students will investigate various career options within the chemical sciences through completing a career interest inventory, reading information on specific job opportunities provided by professional organizations, engaging in job shadowing experiences and informal discussions with professional chemists. Prerequisite: Chemistry 105. Graded Pass/No Pass.

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

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, carbonyl compounds and amines. Structure-reactivity relationships and basic reaction mechanisms are stressed. Prerequisite: CHEM 106.

CHEM 208. Organic Chemistry II 3 credits

A continuation of CHEM 207. Topics include molecular orbital theory of conjugated systems, electrophilic and nucleophilic aromatic substitution, free radical and carbanion reactions, the chemistry of nitrogen-containing compounds and further work with stereochemistry. Strategies for organic synthesis are introduced and illustrated throughout the course. Prerequisite: CHEM 207.

CHEM 209. Organic Chemistry Laboratory I 1 credit

Theory and practice of methods for preparation, purification and characterization of organic compounds. Techniques studied include recrystallization, distillation, extraction, chromatography and determination of physical properties. Prerequisite or corequisite: CHEM 207.

CHEM 210. Organic Chemistry Laboratory II 1 credit

Continuation of CHEM 209. Emphasizes use of modern instrumental methods for monitoring chemical reactions and elucidation of structures of organic compounds. Practice provided in the collection and interpretation of data using mass, ultraviolet-visible, infrared and nuclear magnetic resonance spectrometers. Prerequisite: CHEM 209.

CHEM 301. Quantitative Inorganic Analysis 4 credits

Study of the theory of chemical equilibria as it applies to gravimetric and volumetric analysis. Laboratory experience with basic quantitative techniques, including statistical methods of data analysis, is included. Lectures and laboratory.

Offered alternate years. Prerequisite: CHEM 106.

CHEM 303. Instrumental Analysis 4 credits

Basic theory, operation, and application of techniques of instrumental chemical analysis. Includes spectroscopy, chromatography, and electroanalytical methods. Lectures and laboratory. Offered alternate years. Prerequisite: CHEM 106.

CHEM 311. Research Methods in Organic Chemistry 3 credits

By selecting and carrying out several mini research projects, students are introduced to strategies for solving problems in organic chemistry. Progress shared at weekly research group meetings. Lecture and lab. Prerequisite: CHEM 210.

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

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

CHEM 319. General Biochemistry 4 credits

Application of chemical principles to the study of living systems. Structure and chemical properties of biomolecules discussed, followed by analysis of important metabolic processes within the cell. The lab provides experience with macromolecular separation and characterization. Lecture and lab. Prerequisite: CHEM 207.

CHEM 321. Advanced Inorganic Chemistry 4 credits

Advanced topics in inorganic chemistry emphasizing structure, periodicity, bonding, spectroscopy, transition metal chemistry and reactions. Lecture and lab. Offered alternate years. Prerequisites: CHEM 208/210.

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 sampling and analysis techniques. Prerequisites: CHEM 207, 209.

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

Introduction to literature searching, critical reading, and scientific writing. Required of all majors. Prerequisite: CHEM 106.

CHEM 428, 429. Chemical Research 1 credit

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

CHEM 440. Chemistry Internship 1–2 credits

Students work part time in the laboratories of local industrial, clinical or government employers, gaining practical experiences in the application of chemistry to “real world” problems. Prerequisite: Instructor permission.

Communication

Journalism Major

Core Requirements: 12 credit hours including COMM 205, 225, 232, 403.

Concentration Requirements: 15 credit hours including COMM 230, 331, 332, 334, 354.

Electives: Nine credit hours from COMM 224, 233, 240, 323, 337, 338; ART 233.

Radio/TV Major

Core Requirements: 12 credit hours including COMM 205, 225, 232, 403.

Concentration Requirements: 22 credit hours including COMM 224, 335, 337, 338, 339; and two of COMM 230, 233, 323, 334.

Mass Communication Major

Core Requirements: 15 credit hours including

COMM 205, 225, 232, 240, 403.

Concentration Requirements: 16 credit hours including COMM 224, 230, 251, 323, 329.

Electives: 12 credit hours from COMM 203, 233, 306, 326, 327, 328, 394, 395.

Public Relations and Marketing Communication Major

Core Theory Requirements: 12 credit hours including COMM 232, 240, MKTG 309, 311.

Research, Writing and Skills Requirements: 15 credit hours including COMM 230, 225, 251, 329, 353.

Capstone: Six credit hours of COMM 405, MKTG 348.

Electives: 12 credit hours. Courses chosen must be from at least two areas, and at least six credits must be in communication.

Visual/Graphic Production: COMM 224, 335, 337; ART 205, 210, 231, 233.

Human Communication: COMM 203, 306, 326, 328; THTR 105.

Communication in Business: COMM 306, 327; MKTG 330, 347.

Writing: COMM 323, 331; ENGL 216, 217, 218.

Requirements for a Minor in Communication:

COMM 203, 225, 306, 327 or 328, 329.

Requirements for a Minor in Mass Communication:

COMM 205, 232; 9 credit hours from the following: COMM 224, 225, 230, 233, 240, 251, 323, 331, 332, 334, 335, 337, 338, 339, 354. Six of the 9 credits must be in 300-level courses.

Transfer Students from Four-Year Colleges and Universities:

St. Ambrose accepts up to 25 semester transfer credits of courses in any one of the communication sequences (with the exception of COMM 390, 391, 399) applied toward a major in mass communication, provided the courses are equivalent in content to those taught at SAU.

Two-Year Colleges: St. Ambrose accepts up to 25

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

semester credits of first and second year courses (100- and 200-level courses at St. Ambrose) in any one of the communication sequences applied toward a major, provided the course content is similar to those taught at St. Ambrose (with the exception of COMM 390, 391, 399).

Course Descriptions

+COMM 101. Principles of Public Speaking 2 credits

Beginning course in public speaking, emphasizing choice and organization of material, audience analysis, oral style of delivery. Extemporaneous method stressed.

+COMM 110. Basic Human Communication 3 credits

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

+COMM 203. Interpersonal Communication 3 credits

Introduction to intrapersonal and interpersonal communication processes, perception, and decision-making. Verbal and nonverbal codes, transactional styles, and techniques of enhancing interpersonal relationships.

COMM 205. History of Mass Communication 3 credits

History of media, regulation of the industry, theories basic to electronic media in America.

COMM 224. Radio and Television Production 4 credits

Theory and intense studio practice in all phases of radio and television production, culminating in presentation and critical evaluation of student-created programs.

COMM 225. Desktop Communication 3 credits

Introduction to the practical, theoretical and

evaluative aspects of layout and design for printed or on-screen presentation. Includes hardware, software and terminology when using personal computers for desktop publishing or web-site creation.

COMM 230. Newswriting 3 credits

First in a sequence of courses designed to develop skill in basic reporting and newswriting techniques. Focuses on writing and reporting for newspapers and organizations. Establishes the foundation for public relations and broadcast writing. Prerequisite: ENGL 101.

COMM 232. Mass Communication and Society 3 credits

Study of ethics, rights, responsibilities and the place of mass media in social change and social planning.

COMM 233. Topics in Communication 3 credits

Studies various topics associated with the field of communication. Specific topics are chosen by the faculty pursuant to faculty and student interest. Course may be repeated when topic changes. Prerequisites: COMM 205, 232.

COMM 240. Principles of Public Relations 3 credits

The history, tools and theories of public relations. Studies how public relations fits into an organization's marketing program; the practice, procedures and duties of public relations professionals; and tactics used to develop a communication plan consistent with the organizational goals.

COMM 251. Writing for Public Relations 3 credits

Intermediate course in reporting and writing news, features, releases, newsletters, fact sheets, press kits, direct mail, advertising as well as basic business documents used in professional public relations. Stresses information gathering, excellence in writing, and adherence to professional style. Prerequisite: COMM 230.

WI-COMM 306. Group

Decision-Making 3 credits

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

COMM 323. Writing Advertising Copy 3 credits

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

COMM 325. Introduction to Speech

Pathology 3 credits

Review of language development, nature, causes and treatment of speech and hearing problems using assistive technology and augmentative communication systems. Practical course for early childhood, elementary, secondary, and special education teachers. Prerequisite: Admission to Teacher Education.

COMM 326. Communication and

Technology 3 credits

Relationship between communication and technology. Emphasis on the historical nature of the relationship and how new technologies influence human communication in the context of interpersonal, groups, organizations and society.

COMM 327. Organizational

Communication 3 credits

Emphasizes planning, organization and control. Examines how systems work, role of internal communication, flow, content, interpretation of messages, problem-solving, avoiding communication breakdowns, changing attitudes, motivation, leveling, interpreting management's point of

view. Investigates internal and external types of communication, dyads, interviewing and counseling, selling and persuading.

+COMM 328. Argumentation and

Debate 3 credits

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

+COMM 329. Business and

Professional Speaking 3 credits

Principles and strategies of presentational speaking in a professional business setting. Focus is on the presentation of demonstration, explanation, and team sales presentations. Emphasis given to the use of visual aids including but not limited to overhead projections and Powerpoint presentations. Prerequisite: Sophomore status or Instructor permission. Recommended: COMM 101 or prior public speaking experience.

COMM 331. Feature Writing and

Editing 3 credits

Experience in beat reporting, exploration of depth reporting and features, editing, headline writing and page layout. Prerequisite: COMM 230.

COMM 332. Print News Practicum 1-6 credits

Supervised experience in print journalism working with *The Buzz*, 1-3 credits each semester not to exceed six credits toward graduation. Prerequisite: Instructor permission.

COMM 334. News Broadcasting 3 credits

Learning to report, write and edit for radio and TV news. Topics include writing for the ear, audio and video usage, developing sources and story ideas, interviewing, story structure, picking sound bites, producing and ethics. Stories are submitted for airing on KALA or TV-11. Prerequisites: COMM 230.

COMM 335. Radio Practicum 3 credits

Supervised practice in various departments of University's FM radio station, from preparation

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

of program log to on-the-air work. Prerequisite: COMM 224 or instructor permission.

COMM 337. Television Practicum I 3 credits

Students work on TV-11 programs, especially weekly *Dateline* newscast, to write, shoot, anchor, produce and direct on a rotation basis. Each week, one class is used for planning/critique and the other for actual production. Lab students also help with other productions where limited television experience is required, are assigned crew positions, and have opportunities for on-the-air experience in all phases of studio and remote production. Prerequisite: COMM 224.

COMM 338. Television Practicum II 3 credits

Advanced practical experience in studio and remote programs produced by TV-11. Students work as floor directors, camera operators, news photographers, announcers, tape editors, directors, producers, and as audio, video and lighting technicians. Prerequisites: COMM 224, 337; or instructor permission.

COMM 339. Broadcast Technologies 3 credits

User/operator/manager-oriented course in present and future technologies for communication industries. Advanced desktop communication techniques are included. Prerequisites: COMM 224, 225, 337, 338.

COMM 353. Communication Research Methods 3 credits

Introduction to the methods of information gathering used to plan and evaluate public relations strategies and campaigns. Includes secondary research, focus group research, content analysis, and survey research. Prerequisite: COMM 240.

COMM 354. Advanced Broadcast Reporting 3 credits

Supervised experience developing, researching, writing, and presenting campus and local news. Students will function in class as beat reporters for either KALA-FM or TV-11. Prerequisite: COMM 334.

COMM 360. Special Topics in Communication 3 credits

This course studies various topics associated with the field of communication. Specific topics are to be chosen by the faculty pursuant to faculty and student interest. Course may be repeated when topic changes.

COMM 390, 391. Independent Study in Communication 1–2 credits

Directed individual research, writing and production on approved project. A student may register for one or two credits in any given semester, and may repeat the course for not more than two credits. Prerequisite: Instructor permission.

COMM 394, 395. Independent Study in Public Address and Forensics 2 credits

Individual research and fieldwork in communication as used in industry, business, government or in political, civic, and professional organizations, and as an educational tool. Prerequisite: Instructor permission.

COMM 399. Internship in Communication 2–5 credits

Students study in a professional environment. Experience assumes agreement between student and instructor on the learning contract, placement, academic project and placement evaluation. Internship requests should be made to the department chair one semester prior to placement. The student will complete a resume to be used in interviewing for the internship. Final grade includes completion of a daily journal, evaluation of the academic project and personnel evaluation by the organization. Prerequisite: Instructor permission, approval by department chair.

WI-COMM 403. Seminar in Communication 3 credits

For advanced students with interest in a particular problem, topic or methodology. Content changes each semester in response to student needs and faculty interests. Prerequisite: Senior status in communication.

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

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

Computer and Information Sciences

Requirements for a Bachelor of Arts with a Major in Computer Information Systems: CSCI 195, 205, 210, 220, 275, 300, 360, 370; one from following: CSCI 390, 395; one from following: CSCI 440, 450, 460, 470, 480; Business Component: ACCT 201, 202; ECON 101; FNCE 300; MKTG 309; MGMT 310; MATH 151; STBE 337 or STAT 213; one business elective at 300 level or above; one class from ENGL 217 or COMM 326 or COMM 327; CSCI 499 Internship strongly recommended.

Requirements for a Bachelor of Science with a Major in Computer Science: CSCI 195, 240, 310, 320, 360, 370, 395, 400, 410; MATH 191; two courses from: CSCI 385, 430, 440; one course from: CSCI 420, 450, 470; one course selected from: CSCI 480, MATH 192, 290, 300; CSCI 499 Internship is strongly recommended.

Requirements for Bachelor of Arts with a Major in Computer Network Administration (39 credits): Computer Component: CSCI 210, 370, 470; three courses totaling at least nine credits selected from: CSCI 195, 420, 450, CNA 499. Communication Component: COMM 203, 306, 326; ENGL 217, 218. Business Component: MGMT 310. CNA Component: WI-CNA 400.

Requirements for a Minor in Computer Network Administration (24 credits): Computer Component: CSCI 210, 370; six credits from the following: CSCI 470, 450, 420, CNA 499. Communication Component: COMM 203, 326, ENGL 217; Business Component: MGMT 310.

Requirement for a Minor in Computer Science: CSCI 195, 205, 210, 360, 370; a second programming course; MATH 151; and one CSCI elective at the 300 level or above.

Requirement for a Minor in Computer and Network Security: CSCI 210, 370, 415, 420, 425, 435; Computer security project using one course from: CSCI 480, 490, 499; one course from: CSCI 195, 450, 480.

Course Descriptions

WI-CNA 400. Capstone Seminar **3 credits**
A general topics and readings course in core computer networking technologies and management issues providing a foundation for integrating communications skills through research paper development, technical writing, group decision-making and business presentations. Prerequisite: Senior standing in CNA major.

CNA 499. Internship **1–5 credits**
Experiential learning in a professional business setting, based on an agreement between the advisor and student on learning contract, placement, academic project, evaluation. Students prepare a resume and participate in job screening process. Prerequisite: Senior standing in CNA major.

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

CSCI 130. Introduction to Programming **1 credit**
Introduction to analyzing and designing a pro-

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

gram. Topics include: top-down design, flow of control, pseudo-code, variables, reading from the keyboard, writing to screen, formatting output, conditional statement, concept of function.

Prerequisite: CSCI 120 or instructor permission.

CSCI 150. Internet Programming and Applications **3 credits**

Internet navigation using web browsing software, including email, FTP, Usenet News, Telnet and Gopher. Multimedia applications and plug-ins. Creating and publishing web pages using hypertext markup language (HTML). Web scripting and developing using Java language. Includes a case study. Prerequisites: MATH 121 or CSCI 120 or instructor permission.

CSCI 195. C++ Programming I **3 credits**

Study and use of C++. Use of pointers, structures, ability to manipulate bits, bytes and addresses. Comparison of C++ with high-level and low-level languages, work with user-defined libraries. Prerequisite: CSCI 120 or instructor permission.

CSCI 205. Advanced Microcomputer Applications in Business **3 credits**

A survey of the popular and standard hardware and software used in business, and major micro-computer needs in business. Prerequisite: CSCI 120 or instructor permission. Not open to computer science majors.

CSCI 210. Computer Systems **3 credits**

Understanding of hardware and software components that comprise modern computer systems. Relationship between hardware and software as the foundation of efficient computer systems. Elementary concepts of computer architecture and its constraints on efficient system operations. Operation system alternatives and capabilities in regard to ability to manage underlying systems resources. Prerequisite: CSCI 120 or 195, instructor permission.

CSCI 220. Programming with COBOL **3 credits**

The study and use of COBOL. Use of records

and files, table handling, search and sort features and interactive programs. Emphasis on efficient and structured programming techniques.

Prerequisite: CSCI 195 or instructor permission.

CSCI 240. Assembler Language Programming **3 credits**

Number systems and conversions including negative numbers. Assembler language and machine language including the use of subroutines, stacks and macros. Introduction to computer architecture and program interrupts. The ability to use Assembler in conjunction with other languages. Prerequisite: CSCI 195.

CSCI 275. Visual Basic **3 credits**

Teaches students with some programming experience how to create sophisticated Visual Basic-based applications designed to solve business problems. Students build applications that access databases, use OLE to integrate applications and act as OLE servers and add-ins. Prerequisite: CSCI 195.

CSCI 300. Systems Analysis and Design **3 credits**

Traditional analysis, design and implementation through the data flow analysis and systems development life cycle approach. Emphasis on the use of case tools. Prerequisite: CSCI 195 or 220 or instructor permission.

CSCI 310. Data Structures **3 credits**

Study and application of data structures. stacks, polish notations, queues, recursion, linked list and list processing, binary trees and their applications, sorting, searching, graphs and their applications. Prerequisite: CSCI 195.

CSCI 320. Computer Organization **3 credits**

Investigates evolution of computers, number systems and computer codes, Boolean functions and logic design. Basic computer organization: CPU, memory, and input/output. Parallel processing, communication networks, some case studies. Prerequisite: CSCI 195 or 240.

WI-CSCI 360. Database Management

Systems 3 credits

Use of ER diagrams and relational database design and structured query language. Emphasis is on normalization and introduction to different DataBase Management Systems. Prerequisite: CSCI 195.

CSCI 370. Networks and Data

Communications 3 credits

Introduction to computer networks. Covers principles of the ISO model, network topologies, physical networks and connection schemes, protocols, error handling, security and local area networks. Prerequisite: CSCI 195 or 210.

CSCI 385. Programming in Java 3 credits

The course covers the basics of the Java programming language and how it is used for network programming. It presents extensions of Java such as data encapsulation, data abstraction, classes, and methods. Prerequisite: CSCI 195.

CSCI 390. Advanced COBOL

Programming 3 credits

Continuation of CSCI 220. Structured programming techniques, searching, sorting, sequential files, indexed files, relative files, report writers. Prerequisites: CSCI 220.

CSCI 395. C++ Programming II 3 credits

Covers user-defined libraries and using files for input/output with different structures. Will work with extensions of C++ such as data encapsulation, data abstraction, classes and function/operator overloading. Prerequisite: CSCI 195.

CSCI 400. Programming Language

Concepts 3 credits

Evolution of major programming languages. Comparative study of programming languages including PASCAL and C and C++ languages. Syntax and semantics, formal grammars, datatypes, control structures, subprograms,

abstract datatypes, special purpose programming languages. Prerequisites: CSCI 195, 310.

CSCI 410. Operating Systems 3 credits

Evolution of operating systems, process structures, parallel processing, mutual exclusion, semaphores, concurrent programming, deadlock. Organization and management of real and virtual storage and distributed computing. Prerequisites: CSCI 195, 310.

CSCI 415. Computer and Network

Security 3 credits

This course will present the basic concepts and techniques for securing a computer system and for securing information systems in a network environment. Topics to be studied include site security, security management, intrusion detection/protection, integrity management, and event recovery. Prerequisite: CSCI 370.

CSCI 420. TCP/IP and Internet

Management. 3 credits

This course is designed to provide an in-depth investigation of the TCP/IP protocol suite. Students will study the internals of TCP/IP and then immediately apply the knowledge gained through a series of hands-on projects. Prerequisite: CSCI 370.

CSCI 425. Computer Forensics 3 credits

Incident handling, investigative methods, tracking, evidence collecting and reporting on computer systems. Detailed analysis of log and system files. Intrusion detection/protection techniques will be introduced. Hands-on work with compromised systems and case studies of computer break-ins. Prerequisite: CSCI 370.

CSCI 430. Artificial Intelligence 3 credits

The area of artificial intelligence will be explored. The student will work through many of the artificial intelligence concepts using an AI language such as prolog or lisp and through expert systems. Neural nets will also be discussed. CSCI 195 or instructor permission.

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

CSCI 435. Legal and Ethical Issues in Computing 3 credits

Addresses the social, legal, ethical, and economic issues related to computing. Topics will include ethical theory and its relation to the use of computers, current law pertaining to intellectual property, and contract negotiations for hardware, software, and consulting.

CSCI 440. Multimedia Development 3 credits

Students study a variety of different ways of using the computer to convey ideas. They will emphasize the use of graphics, sound and video. Both standard mediums such as word processors and instructional tools such as course-ware products will be evaluated for their ability to stimulate and instruct. The aim will be to learn to produce multimedia presentations through hands-on programming and usage. Prerequisite: CSCI 195 or instructor permission.

CSCI 450. Network Operating System Topics 3 credits

Experience designing, installing and managing a computer network using a current Network Operation System. May include Novel NetWare, Windows 2000 server, Cisco routing and UNIX. Course may be repeated for credit as long as the topic is not repeated. Prerequisite: CSCI 370.

CSCI 460. Advanced Database Management Systems 3 credits

Expanded coverage on normalization and SQL. Developing databases in different DBMS systems. Evaluate other means of accessing a database. Prerequisite: CSCI 360.

CSCI 470. Advanced Computer Networks and Data Communication 3 credits

This course extends the student's understanding of network topics such as network protocols, topologies, frame relay, ATM, virtual networks, WAN, encryption and any other current topics. Prerequisite: CSCI 370.

CSCI 480. Topics in Computer Science 1–3 credits

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

CSCI 490. Independent Study in Computer Science 3 credits

Reading, research, writing programs or supervising programming projects in computer science not available in other courses. Prerequisite: Departmental approval.

CSCI 499. Internship in Computer Science 3 credits

Merging course work with practical training in computer science. Emphasis on how practical experience directly relates to course work. Pass/No Pass course. Prerequisite: Departmental approval.

Cooperative Education

Course Description**COOP 404. Cooperative Education** 1–3 credits

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

Criminal Justice

The Criminal Justice program at St. Ambrose University provides students with a broad-based course of study designed to provide them with the knowledge and skills necessary for employment in criminal justice and related fields. The program offers courses in law enforcement, corrections, criminological theory, juvenile justice, crime prevention and security, and research methods and statistics. The various electives

available are designed to broaden the student's knowledge in the field and challenge them to develop intellectually. In addition, the Criminal Justice Bachelor of Arts program and the Master of Criminal Justice program are highly integrated. This enables students desiring to continue their education the opportunity to complete their master's degree in one additional year.

Requirements for a Major in Criminal Justice: 48-54 credits in criminal justice including **Foundation Courses** (15 credits): CRJU 101, 102, 231, 400, 411.

Core Courses (21 credits): CRJU 222, 250, 316, 330, 407, 421.

Justice Subsystems (12 credits): Complete courses in two of the following three areas: Policing: CRJU 303, 342; Corrections: CRJU 313, 314; Crime Prevention & Security: CRJU 241, 340. **Electives** (6 credits) from the following: CRJU 402, 403, 410, 432, 487, 499; PSYC 321, PSYC topic course of Psychology and Criminal Behavior; SOC 313, 320, 321, 322; or courses from the justice sub-systems not chosen.

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

Requirements for a Criminal Justice and Computer Security Major: (51 credits total). **Criminal Justice courses** (27 credits): CRJU 101, 102, 221, 241, 342, 400, 407, 411, 421 (for 3 credits).

Computer Security courses (24 credits): CSCI 210, 370, 415, 420, 425, 435, 490; CSCI 195 or 450 or 480 (when topic applies to computer security).

Course Descriptions

+CRJU 101. Introduction to Criminal Justice **3 credits**
Historical and philosophical account of the

development of American criminal justice with emphasis on constitutional requirements. Survey of enforcement, court and corrections subsystems on a national, state and local level.

+CRJU 102. Introduction to Law Enforcement **3 credits**
This course is designed to be an introduction to the social scientific study of police in the United States. The historical development of police, the functions of police, different types and styles of policing, and factors affecting policing in the U.S. will be examined. Prerequisite: 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, rules of law regarding police procedures such as searches, seizures, interrogations, and testimony. Prerequisites: CRJU 101, 102.

CRJU 231. Contemporary Corrections **3 credits**
Developmental history of American corrections with emphasis on contemporary issues related to the correctional system and process, correctional clientele, treatment of inmates in institutions and community programs and the future of correctional practice. Prerequisite: CRJU 101.

CRJU 241. Crime Prevention Strategies **3 credits**
Crime opportunity reduction with emphasis on the development and implementation of crime prevention strategies, the role of crime prevention specialists in policing and private security, the use of security devices and procedures and crime risk reduction through environmental design. Prerequisite: CRJU 101.

CRJU 250. Applied Criminal Justice Issues **3 credits**
Examines each branch of the criminal justice system for examples of current ethical problems. Examples include prosecutorial, misconduct, the application of excessive force, police brutality, racial profiling, and passing and enforcing unjust laws. Prerequisites: CRJU 101, PHIL 207.

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

CRJU 303. Police, Problems, and Practices 3 credits

This course examines how law enforcement agencies, faced with budgetary constraints, balance social, legal and political interests when developing responses to community problems. Issues of accountability and responsibility, civil liability, and integration of technology, police misconduct, excessive use of force, and selection are explored. Prerequisites: CRJU 101, 102, 222.

CRJU 313. Offender Treatment and Theories 3 credits

This course discusses the foundations of correctional settings. Theories pertaining to the treatment of offenders will be discussed as well as the classification of offenders. Prerequisites: CRJU 101, 231.

CRJU 314. Probation, Parole, and Community Corrections 3 credits

This course is an examination of probation and parole, treatment philosophies, and strategies for supervision in the community. Practice in use of presenting investigation and examination of innovations in community-based correctional alternatives. Prerequisites: CRJU 101, 231.

+CRJU 316. Juvenile Justice 3 credits

Crime and delinquency as an individual and social problem. Included are conceptual models of social deviance, theories of criminal and delinquent behavior and the administration of justice in democratic society. An applied research project is required. Prerequisite: CRJU 101 or SOC 101.

CRJU 330. Criminal Justice Statistics and Methods 3 credits

Introduces criminal justice majors to the methodology and statistics used to explore and explain phenomenon relating to the study of crime and criminal justice. The scientific method, hypothesis testing, descriptive and inferential statistics sampling, experimental and quasi-experimental, and survey designs are explored. Prerequisites: CRJU 101, 102, 231, 400.

CRJU 340. Public and Private Security 3 credits

The purpose of this course is to understand the relationship between public and private security through the examination of historical developments, organizational structures, trends, goals, and ramifications of social and economic forces as they relate to the security industry. Prerequisites: CRJU 101, 102.

CRJU 342. Criminal Evidence and Investigation 3 credits

This course examines the process of investigating crimes beginning with the first officer on the scene and ending with prosecution. Emphasis is placed on search and seizure, suspects' rights to counsel, interviewing practices, and expert witnesses. Prerequisites: CRJU 101, 102.

CRJU 400. Criminological Theory 3 credits

This course 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 inter-play of theory and social policy/program implementation. Prerequisites: CRJU 101; junior or senior status.

CRJU 401. Individual Research 3 credits

Applied research in a related area of interest to the student. Requires an empirical component in the research design. Arranged in consultation with the instructor. Enrollment subject to instructor approval.

CRJU 402. Directed Readings 1-3 credits

Specialized readings and reviews on an independent basis. May be repeated for a maximum of three credits if topics differ. Requires departmental approval.

CRJU 403. Workshop 1-3 credits

Topics and activities are designed to offer practical skill development opportunities useful to criminal justice practitioners. May be repeated for a maximum of three credits if topics differ. Requires departmental approval.

WI-CRJU 407. Seminar in Criminal Justice 3 credits

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

CRJU 411. The Constitution and Criminal Justice 3 credits

This course will examine the organization of the American judicial system, the historical origins of the Constitution and the Bill of rights. Students will also explore the rights of the accused that are protected by the constitution. Prerequisite: Senior standing or instructor's permission.

CRJU 410. Crime Policy Analysis 3 credits

This course examines the development and implementation of crime policy from a political, institutional, and administrative perspective. Application of political theories and policy analysis research techniques to better understanding and improving crime policy. Prerequisite: CRJU 101 or instructor's permission.

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 432. Organized and White-Collar Crime 3 credits

This course discusses the structure and environment of organized and white-collar crime. It provides a detailed analysis of the origins, history, theoretical explanations, and structure of organized and white-collar crime. The methods employed by law enforcement agencies to combat organized crime. Prerequisite: Junior standing.

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

This class is designed to examine and address the stereotypes surrounding the issues of race and class and their impact on the criminal justice system. Specifically, it will discuss how race and class influence the decision-making process from arrest through sentencing. Prerequisite: CRJU 101 or instructor's permission.

CRJU 499. Comparative Justice Systems 3 credits

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

Economics

See Business

Education

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

Mission Statement

As a department within an independent, diocesan, Catholic institution of higher learning committed to professional preparation within a strong liberal arts tradition, it is the mission of the SAU Education Department 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.

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

Licensure

Successful completion of the Practitioner Preparation program enables students to receive a provisional license to teach in Iowa agencies and schools. Students who plan to teach in a state other than Iowa should consult the Education Department 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 Practitioner Preparation program will not be recommended by this university.

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

Objectives of Pre-Service Educator:

1. Demonstrates an understanding of how students learn and develop and provides learning opportunities that support intellectual, career, social, and personal development.
2. Demonstrates an understanding of how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.
3. Demonstrates an ability to plan instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state or other tested curriculum models.
4. Demonstrates an understanding of the need for higher level thinking through the use of a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. Demonstrates an understanding of individual and group motivation and behavior through

creating environments that encourage positive social interaction, active engagement, and self-motivation.

6. Demonstrates knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry, collaboration, and support interaction in the classroom.
7. Demonstrates formal and informal assessment strategies to evaluate the intellectual, social and physical development of learners.
8. Demonstrates his/her professional role through continually evaluating the effects of his/her choices and actions on students, parents, and other professionals in the learning community and actively seeks out opportunities to grow professionally.
9. Demonstrates an understanding of the role of the professional educator through fostering relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development.
10. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Admission to Teacher Education

In either EDUC 205 or 207, students apply for admission to the Teacher Education program. Full admission is granted if the following requirements are met:

1. Maintain a 2.7 cumulative grade point average (GPA).
2. Maintain a 3.0 in Education.
3. Maintain a 3.0 in major field (for early childhood and secondary education majors only).
4. Submit a completed audit sheet.
5. Pass C-Base examination.
6. Complete 70 field hours in 205 or provide verification indicating completion of required field hours through EDUC 207.
7. Submit three professional rating forms

(EDUC 205 or 207 instructor, cooperating teacher's final evaluation, St. Ambrose faculty member) and achieve a combine score of at least 75 percent.

8. Receive a grade of B or above in Field Experience or Orientation to Teaching. (for students who do not achieve any required GPA at the conclusion of the 205 or 207 semester, GPA will be reviewed at the end of the following conditional semester. Full admission will be granted if all coursework for the past two semesters (summer is considered a semester) meets the required 2.7 and 3.0 standards. Note that for full admission all other requirements must be met, and full admission can only be maintained by continuing to meet all requirements each semester.
9. Submit an application for admission to teacher education program form (including statement of fraud section and necessary signatures). Students lacking in one or more of these areas may be admitted on a conditional basis. During the semester enrolled in EDUC 205/207 and the following conditional semester, students may register for education, early childhood, and special education courses to be held the following semester. If the students do not receive full or conditional admission by the end of the 205/207 semester or full admission by the end of the conditional semester, registration will be cancelled and they will be dropped from any education, early childhood, or special education courses for the following semester. This allows students one semester to correct any deficiencies. Failure to remove any deficiencies will result in denial of admission at the end of the conditional semester. Appeals may be filed with the Teacher Education Appeals Committee.
10. All coursework required in education or by the major must achieve a grade of C or above.

College Basic Academic Subjects Examination Requirements:

Before gaining full admission to the St. Ambrose Teacher Education program, students must pass the College Basic Academics Subjects Examination (C-BASE). Students are allowed a maximum of three attempts at C-BASE while enrolled as students at St. Ambrose. If a student does not pass C-BASE on the first attempt, he or she must communicate with the Education Assessment Coordinator to develop a plan of remediation before again attempting the exam.

Composition of C-BASE Test

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

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

The English examination consists of (1) 45 multiple choice questions dealing with reading and literature. It also includes (2) a segment during which students are asked to write an essay in response to a question presented to them. The mathematics examination consists of 45 multiple choice questions dealing with general mathematics, algebra, and geometry. Students are allowed 40 minutes for the writing segment and 90 minutes for multiple choice questions. The total test, including time for instructions and a short break, requires approximately 150 minutes.

Passing Scores

Potential scores may range from 40–560. Overall scores are reported for English and mathematics. Sub-scores are reported for reading/literature, writing, general mathematics, algebra, and geometry. Entrance to the Teacher Education program requires the following scores:

Overall English 235

Overall Mathematics 235

Writing sub-section 235

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

Requirements for Admission to Student Teaching and Graduation from the Education Department:

1. Be admitted to the Practitioner Preparation program. The applicant completes a proposed sequence of courses leading to licensure.
2. Maintain a cumulative GPA of 2.7 and maintain a GPA of 3.0 in education and major/endorsement courses, with all grades at *C* or above. Grades of *D* or *F* are not acceptable.
3. Complete two writing intensive courses before the student teaching semester.

An appeal process is available for the above requirements. All appeals must be made in writing to the Teacher Education Appeals Committee through the Education Department chair. Student teaching appeals must be made before the student teaching semester begins.

Student Teaching Semester

Points to Remember for Students and Advisor

1. All students who wish to student teach in grades PK–12 during the following school year must apply by November 1.
2. Student teachers are assigned by the Education Department to public or private agencies or schools in the Quad City area.
3. The length of assignment is all day, every day, for one entire semester. Students earn 12 to 15 semester credits.
4. Applicants seeking licensure in art, music or physical education are assigned to elementary and secondary schools. Early childhood education applicants teach at two age levels, 0–3 years, 3–6 years, or kindergarten-third grade. Special education applicants teach a split assignment with half in elementary and half in a special education area.
5. During the student teaching semester, all student teachers return to the University about five times to attend Student Teaching Seminars. Student teaching is a full time professional obligation, and additional course work or employment is discouraged.

Bachelor of Education

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

Requirements for Admission to the Bachelor of Education Program:

1. Thirty of the student's last 45 semester credits in the previous degree program must meet the Practitioner Preparation program's requirement of 2.7 cumulative GPA, and 3.0 GPA in the major/endorsement area, including any hours applicable to the Practitioner Preparation program.
2. The student needs to complete 30 of the last 45 semester credits through St. Ambrose.
3. All other degree requirements are identical to those described under the Practitioner Preparation program section.

Iowa Endorsement Early Childhood Education (100)

Students who major in early childhood education are prepared to teach children, including those with disabilities and developmental delays, from birth to age 8 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 age 8 with and without disabilities. An applicant needs the following to complete a major in early childhood education:

Required Courses: EDUC 205 or 207, 284, 301, 308, 309, 312; two of the following: EDUC 440, 441, 442; WI-HED 240; PSYC 105; SPED 210; ECSE 204, 311, 410, 420; COMM 325; SPED 412; ECE 303, 306, 315, 320, 350, 365; EDUC 300, EDUC 371; a course in U.S. history or government; seven semester credits in science

(biology and natural science). Early Childhood majors complete MATH 210 and ENGL 101. A minimum of 200 clock hours of pre-student teaching experiences in a school or agency setting at three different age levels (0–3 or 3–6 years or grades K–3) are required before student teaching. Early Childhood Education majors also must present evidence of current certification in infant, child, and adult CPR and first aid during the student teaching semester.

Iowa Endorsement Elementary Education

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

Required Courses: EDUC 205 or 207, 284, 301, 308, 309, 329, 452, 353, 354, 369, 371, 372, 409; PSYC 105; SPED 210; EDUC 300; MATH 210; ENGL 313; three of the following: ART 340, HED 201, PED 210, MUS 244; a course in U.S. history or government; seven semester credits in science (biology and natural science); and an approved area of concentration leading to an endorsement in one of the following areas: math, science, social sciences, social studies or history, English/language arts, reading, or special education. A minimum of 190 clock hours of pre-student teaching experiences in a school setting at two different grade levels are required before student teaching.

Approved Endorsement in English/Language Arts (K–6) Required Courses: ENGL 101, 120, 210 or 211, 216, 313; COMM 101 or 203 or 328 or 329; EDUC 369, 371, 372, 452; THTR 105.

Approved Endorsement in Mathematics (K–6).

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

Approved Endorsement in Reading (K–6). Required

Courses: ECE 303 or EDUC 369, EDUC 371 and 372, 452, 453, 460; ENGL 101, 313; COMM 101 or 203 or 328 or 329, 325.

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

Approved Endorsement in Social Studies: History (K–6). Required Courses: HIST 101, 102, 111, 112; EDUC 329, plus six credits of electives in American history and six credits of electives in world history.

Approved Endorsement in Social Science: Social Studies (K–6). Required Courses: 24 credits including U.S. history, world civilization, political science, economics, geography, psychology, and sociology. EDUC 329 and EDUC 300 are in addition to the 24 semester credits.

Special Education Endorsement: Instructional Strategist I. Mild/Moderate. Required Courses: SPED 210, 311, 312, 313, 314, 411, 416, 417, 418; EDUC 452.

Iowa Endorsement Secondary Education

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

Secondary practitioner applicants must fulfill endorsement requirements in a teaching major; complete a course in U.S. history or government; EDUC 300; SPED 210; EDUC 205 or 207, 284, 301, 305 (except for art, music and physical education majors), 308, 309, 336 (except art, math, music and physical education majors unless they are seeking another endorsement), 419, or 430 or

+ = Applicable toward general education degree requirements

WI = Writing intensive course

432 or 433. A minimum of 140 clock hours of pre-student teaching experiences in two different school settings is required before student teaching. Department majors approved for endorsement areas (7–12) include: art, business-general, marketing/management, English language arts, French, German, Spanish, mathematics, music, physical education, biology, chemistry, physics, economics, American government, history, psychology, general science, reading, sociology, and speech communication/theatre.

Approved Endorsement in Reading (7–12).

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

Fifth Year Special Education Secondary Endorsement Program

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

St. Ambrose offers Iowa special education endorsement in the areas of mental disabilities and learning disabilities. The mental and learning disabilities endorsements are 38–41 semester hour preparation programs. Students may take 400-level courses after completion of their sophomore year. Five-hundred (500) level courses can be taken at the graduate level for qualifying juniors, and qualifying seniors can take 600-level courses (see degree requirements for qualification information). All courses numbered 500 or above may be transferred into St. Ambrose's master's degree program with advisor approval providing they meet the transfer policies of the Graduate Special Education Programs.

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

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

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

Requirements for Special Education Endorsement in Learning Disabilities: EDUC 556; SPED 210, 410, 411, 412, 413, 414, 420, 622, 629, 660. See the Master of Education in Special Education section for course descriptions.

Requirements for Special Education Endorsement in Mental Disabilities: SPED 210, 410, 411, 412, 413, 414, 440, 641, 643, 647, 649, 660. See the Master of Education in Special Education section on page 154 for course descriptions.

Illinois Requirement for Middle School Endorsement

Both Iowa and Illinois classify grades fifth through eighth as middle school grades. Illinois requires a middle school endorsement. Although individual school districts may establish stricter standards, Illinois typically gives new teachers a one-year grace period to obtain a middle school endorsement. Students who plan to apply for the Illinois endorsement through the state should complete six semester hours of approved course work in middle school methods and middle school psychology. Iowa encourages educational course work specifically dealing with middle school grades, but the Iowa middle school endorsement is optional. Contact the Education Department for more information.

Course Descriptions

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

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

EDUC 207. Orientation to Teaching 1 credit

Course provides orientation to the performance based approach utilized in teacher education at St. Ambrose. Intended for transfer students who completed equivalent of EDUC 205 at another institution (including 70 field hours) or students who have already met the 70 field hour requirement. Course does not require field hours. All students must enroll in either EDUC 205 or 207. Prerequisite: Students must already have met the 70 field hour requirement either by documented completion of the hours at another college or university or through documented teaching experience such as in the position of a paraeducator or substitute teacher. Because this course is basically designed for transfer students, it should be taken during the first semester at St. Ambrose. Students must enroll in either EDUC 205 or 207. C-BASE exam required during course. Application to program part of course requirements.

+EDUC 284. Child and Adolescent Psychology 3 credits

Studies the physical, cognitive, emotional and social development from birth through adolescence. Prerequisites: PSYC 105.

EDUC 300. Diversity and Culturally-Responsive Teaching 3 credits

This course focuses on the study of inter-group and minority group relationships as they are applicable to the educational system, specifically addressing how such relationships can enrich yet complicate the classroom community. An examination of multicultural, non-sexist teaching, as well as personal philosophies of education will be conducted to bridge the realities of multicultural education with best practice and in order to promote the intellectual and personal growth of students with regards to diversity as individuals, teachers, and members of communities.

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

WI-EDUC 301. History and Philosophy of Education 3 credits

Provides teacher education majors with a background in the historical development of U.S. education and in-depth analysis of its structural, philosophical, legal and ethical concerns. Panel discussions, debates and written reports are used. Prerequisites: EDUC 205 or 207; sophomore status; ENGL 101 with C or better.

EDUC 305. Special Secondary Methods 3 credits

Design of differentiated lessons, classroom management, teaching techniques, and micro-teaching. Field hours are required. Prerequisites: EDUC 205 or 207, 284, 309. (Department methods of art, music and physical education are accepted in place of this course.)

EDUC 308. Educational Technology 2 credits

An introduction to a variety of technologies and media. Students construct a lesson incorporating technology relevant to their particular teaching endorsement. Prerequisites: Sophomore status; EDUC 205 or 207.

EDUC 309. Educational Psychology: Tests and Measurements 3 credits

Psychological principles in teaching and learning,

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

preparation and use of devices to evaluate learning and instruction. Prerequisites: EDUC 205 or 207; EDUC 284 or PSYC 284; admission to Teacher Education.

EDUC 310. Child and the Community 3 credits

An overview of children from infancy through age 8 and the relationships that they develop with their families in care-giving situations, at school, and in the large community. Students learn procedures to help children develop these relationships. Students will also become knowledgeable about community resources which further children's development. Prerequisites: EDUC 205 or 207; EDUC 284 or PSYC 284; faculty consent.

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

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

EDUC 329. Methods of Teaching Social Studies 3 credits

Development of basic concepts in social sciences taught in elementary schools, including multiculturalism. Examines management techniques and methods such as inquiry, cooperative learning, and problem-solving. Several projects, including unit and lesson planning, are required. Field hours required. Prerequisites: EDUC 205 or 207, EDUC 284 or PSYC 284; admission to Teacher Education program.

EDUC 336. Content Reading 3 credits

Examines literacy skills and instructional needs of middle and secondary school students, with emphasis on teaching and management techniques for a range of reading levels. Strategies for teaching comprehension study skills and recreational reading are introduced (field hours in a classroom setting). Prerequisites: EDUC 205,

284, and 309 or concurrent enrollment.

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

This field-based course, delivered and taught by a skills 7-12 teacher provides the future English/language arts and literature teacher with methods and techniques for establishing, maintaining and documenting an effective, well organized classroom and curriculum which meets the needs of diverse learners. Prerequisite: EDUC 305 or 336. Corequisite: EDUC 305 or 336.

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

This field-based course, delivered and taught by a skills 7-12 teacher provides the future teacher of history, political science, or economics with methods and techniques for establishing, maintaining and documenting an effective, well organized classroom and curriculum which meets the needs of diverse learners. Prerequisite: EDUC 305 or 336. Corequisite: EDUC 305 or 336.

EDUC 342. Teaching Business in the Secondary School 1 credit

This field-based course, delivered and taught by a skills 7-12 teacher provides the future teacher of business with methods and techniques for establishing, maintaining and documenting an effective, well organized classroom and curriculum which meets the needs of diverse learners. Prerequisite: EDUC 305 or 336. Corequisite: EDUC 305 or 336.

EDUC 343. Teaching Science in the Secondary School 1 credit

This field-based course, delivered and taught by a skills 7-12 teacher provides the future teacher of science with methods and techniques for establishing, maintaining and documenting an effective, well organized classroom and curriculum which meets the needs of diverse learners. Prerequisite: EDUC 305 or 336. Corequisite: EDUC 305 or 336.

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

This field-based course, delivered and taught by a skills 7-12 teacher provides the future teacher of a foreign language with methods and techniques for establishing, maintaining and documenting an effective, well organized classroom and curriculum which meets the needs of diverse learners. Prerequisite: EDUC 305 or 336. Corequisite: EDUC 305 or 336.

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

This field-based course, delivered and taught by a skills 7-12 teacher provides the future teacher of speech and theater with methods and techniques for establishing, maintaining and documenting an effective, well organized classroom and curriculum which meets the needs of diverse learners. Prerequisite: EDUC 305 or 336. Corequisite: EDUC 305 or 336.

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

This field-based course, delivered and taught by a skills 7-12 teacher provides the future teacher of psychology or sociology with methods and techniques for establishing, maintaining and documenting an effective, well organized classroom and curriculum which meets the needs of diverse learners. Prerequisite: EDUC 305 or 336. Corequisite: EDUC 305 or 336.

EDUC 353. Methods of Elementary Science 3 credits

Lesson and unit planning, problems of instructional design, use and development of curricular materials which foster science teaching and learning as a dynamic human enterprise. Lecture and field hours in a science classroom. Prerequisites: EDUC 205 or 207; EDUC 284 or PSYC 284; admission to Teacher Education program.

EDUC 354. Methods of Elementary Mathematics 3 credits

Current issues, approaches and materials in elementary school mathematics teaching, including philosophy and objectives, technology, curricula problems, review and evolution of current literature. Field hours in a math classroom. Prerequisite: MATH 210; EDUC 284 or PSYC 284; admission to Teacher Education program.

EDUC 355. Methods of Teaching the Catholic Faith (K-12) 2-3 credits

This course is designed to provide students interested in teaching religion in Catholic K-12 programs an orientation to Catholic Catechesis and an exploration of topics generally taught at the K-12 levels including faith, liturgy and sacraments, Catholic morality, prayer and spirituality, and scripture. Students may also elect to complete a practicum experience in teaching the Catholic faith at a selected grade level.

EDUC 368. Literature for the Young Adult 3 credits

Evaluation of literature for young adults. Methods of choosing books related to reading interest, promoting reading as an enjoyable and meaningful activity and developing competence in presenting literature to young adults. Prerequisites: EDUC 205 or 207; EDUC 284 or PSYC 284; ENGL 101 with a grade of "B" or better; college level literature class with grade of "B" or better or permission of instructor.

EDUC 369. Child and Adolescent Literature 3 credits

Evaluation of quality literature written for and read by children and young adolescents. Methods of choosing books related to promoting reading as an enjoyable and meaningful activity and developing competence in presenting literature to children and adolescents (including oral interpretation of literature and creative dramatics). Prerequisites: EDUC 205 or 207; EDUC 284 or PSYC 284.

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

EDUC 371. Language Arts and Reading in the Elementary Schools: K–3 3 credits

This course is 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. This course 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. Course Prerequisites: EDUC 205 or 207; EDUC 284 or PSYC 284; admission to Teacher Education program.

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

This course is designed to teach students about curriculum organization and instructional planning for children in grades 4 through 6. Strategies for language development in upper primary children are explored. This course includes methods and materials for teaching all areas of language arts and developmental reading. Content area reading is a major focus. Lecture and field hours in a classroom setting are involved. Prerequisite: EDUC 371.

EDUC 403. Observation and Student Teaching: Pre-Kindergarten–Kindergarten 6 credits

Directed observation and supervised teaching experience. The student is required to spend a full day, five days a week, for six weeks at the PK–K levels. Normally completed with ECSE 434 or by teachers holding elementary licensure. Prerequisites: Admission to Practitioner Preparation program; senior status; EDUC 205 or ECSE 200/201, EDUC 310, 311, 312; recommendation from PK–K coordinator and the Education Department chair. Student teaching should be considered a full-time professional obligation.

EDUC 409. Observation and Student Teaching: Elementary Grades 12–15 credits

Directed observation and supervised teaching

experience. The student is required to spend a full day, five days a week, for a semester in the elementary schools. Prerequisites: Admission to the Teacher Education program; senior standing; all requirements in elementary education endorsement areas; recommendation of the Education Department chair. Student teaching should be considered a full-time professional obligation.

EDUC 419. Observation and Student Teaching: Secondary Grades 12–15 credits

Directed observation and supervised teaching experience. Students are required to spend a full day, five days per week, for a semester in a secondary school. Prerequisites: Admission to the Teacher Education program; senior standing; all requirements in secondary education; major, minor areas; recommendations of chairs from the major, minor and Education Departments. Student teaching should be considered a full-time professional obligation.

EDUC 430. Observation and Student Teaching: Art 12–15 credits

Directed observation and supervised teaching experience. The student is required to spend a full day, five days a week, for a quarter in the elementary schools and for a quarter in the secondary schools. Prerequisites: Admission to the Teacher Education program; senior standing; all requirements in art education; recommendation of the Art and Education Department chairs. Student teaching should be considered a full-time professional obligation.

EDUC 432. Observation and Student Teaching: Music 12–15 credits

Directed observation and supervised teaching experience. The student is required to spend a full day, five days a week, for a quarter in the elementary schools and for a quarter in the secondary schools. Prerequisites: Admission to the Teacher Education program; senior standing; all requirements in music education; recommenda-

tion of the Music and Education Department chairs. Student teaching should be considered a full-time professional obligation.

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

Directed observation and supervised teaching experience. The student is required to spend a full day, five days a week, for a quarter in the elementary schools and for a quarter in the secondary schools. Prerequisites: Admission to the Teacher Education program; senior standing; all requirements in physical education; recommendation of the Physical Education and Education Department chairs. Student teaching should be considered a full-time professional obligation.

EDUC 440. Student Teaching Early Childhood: Birth to 3 6 credits

Directed observation and supervised teaching experience in a home-based model with infants, toddlers and families. Full day, five days a week for one half a semester. Application is to be made by February 1 of the year before student teaching. Prerequisites: Admission to Teacher Education program; senior standing; all requirements for early childhood major; recommendation of Education Department chair. Student teaching should be considered a full-time professional obligation.

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

Directed observation and supervised teaching experience in a center-based model with pre-primary age children. Full day, five day a week for one half a semester. Application is to be made by February 1 of the year before student teaching. Prerequisites: Admission to Teacher Education program; senior standing; all requirements for early childhood major; recommendation of Education chair. Student teaching should be considered a full-time professional obligation.

EDUC 442. Student Teaching Early Childhood: Ages 5 to 8 6 credits

Directed observation and supervised teaching experience in a school-age classroom with primary children, kindergarten-third grade. Full day, five days a week for one half a semester. Application is to be made by February 1 of the year before student teaching. Prerequisites: Admission to Teacher Education program; senior standing; all requirements for early childhood major; recommendation of Education Department chair. Student teaching should be considered a full-time professional obligation.

EDUC 450. Seminar 1–3 credits

Current research and trends in education. Prerequisites: EDUC 205 or 207; EDUC 284 or PSYC 284; admission to the Education Department or instructor permission.

WI-EDUC 452/552. Diagnostic and Prescriptive Techniques of Teaching Reading 4 credits

Diagnostic and prescriptive techniques for classroom teachers of reading. Corrective techniques appropriate for less severe reading disabilities; writing diagnostic and progress reports; parent interviews; designing prescriptions for teaching, tutoring and evaluating children in clinical setting. Lecture and laboratory. Graduate students (552) are required to fulfill 452 requirements, complete a daily reflection form, and transcript six interactions with their child. Prerequisites: ECE 303 or EDUC 371; minimum 25 clock hours of clinical work with students. EDUC 552 prerequisites: One foundation course in reading and at least two years teaching experience.

EDUC 453. 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

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

areas. Prerequisites: Senior standing; EDUC 369, 372, 452; minimum 25 clock hours of clinical work with students.

EDUC 455/PSYC 555. Middle School Psychology 3 credits

Examines growth and development of middle school age child with particular emphasis on emotional, physical and mental characteristics and needs of middle school children. Course also examines role of teacher in assessment, coordination and referral of students to health and social services. Prerequisites: EDUC 205 or 207, 284, 309. [Prerequisites for PSYC 555: Hold teaching license or certificate. (Some states, such as Iowa, issue a license. Other states, such as Illinois issue a certificate.)]

EDUC 460. Developing Evidence-Based Reading Instruction Programs 1 credit

The purpose of this class is to synthesize all the information from previous reading and language arts classes in order to organize evidence-based reading instruction programs, as well as to organize a student's instructional reading strategies.

EDUC 461/561. The Middle School 3 credits

Examines middle school philosophy, research on current middle school practices, instructional methods including technology and pedagogical styles, design and curriculum. EDUC 461 prerequisites: EDUC 205 or 207, 284, 305. EDUC 561 prerequisites: Teaching license or certificate.

EDUC 542. Counseling Theories and Practices 3 credits

Provides students with an overview of contemporary counseling theories, critically examining the strengths and weaknesses of each theoretical approach. Students will be trained in effective counseling techniques designed for therapeutic change. Prerequisite: Graduate status.

EDUC 556. Teaching Reading to Adolescents 3 credits

Assessment of adolescent reading skills in various content areas. Methods and materials used in

teaching developmental reading in junior and senior high content courses. Prerequisite: Graduate status or permission of instructor.

EDUC 567. Methods of Teaching the Catholic Faith (K-12) 2-3 credits

This course is designed to provide students interested in teaching religion in Catholic K-12 programs an orientation to Catholic Catechesis and an exploration of topics generally taught at the K-12 levels including faith, liturgy and sacraments, Catholic morality, prayer and spirituality, and scripture. Students may also elect to complete a practicum experience in teaching the Catholic faith at a selected grade level.

Prerequisites: EDUC 205 or 207; EDUC 284 or PSYC 284; admission to the Education Department or instructor permission.

EDUC 600. Summer Writing Institute 5 credits

This course is designed to develop teachers' abilities and dispositions to use writing for their own purposes as well as for classroom purposes. Students are expected to do as much writing for professional as for personal purposes so that writing becomes a natural part of their own learning. Studying and reflecting on writing pedagogy is a major part of this course. Students will create a professional development experience for teachers that will be presented to the class and then used in a local district.

EDUC 610. Special Topics in Education 1-4 credits

Designed to provide follow-up depth in areas specific to the Summer Writing Institute in order to develop teachers' abilities and dispositions to use writing for their own purposes as well as for classroom purposes. Students are expected to do as much writing for professional purposes so that writing becomes a natural part of their own learning. Studying and reflecting on writing pedagogy is a major part of this course. Students will create a professional development experience for teachers that will be presented to the class and then used in a local district.

EDUC 620. College and University Curriculum 3 credits

Emphasis on the various intricacies of the curriculum at the post secondary level. Students will be exposed to the various aspects of college- and university-level curriculum including two- and four-year preparatory programs. Students explore issues in post-secondary curriculum, basic considerations in curriculum development, instructional processes that interact with the curriculum, evaluation and curriculum, and curriculum models. Prerequisite: Graduate status.

EDUC 710. Educational Research and Statistics 3 credits

Provides basic skills in conducting educational research including methodology and statistical procedures. Prerequisite: Graduate status.

EDUC 715. Teaching Culturally Diverse Children in Special Education Settings 2 credits

Designed to assist special education teachers in developing the understanding of issues surrounding cultural and gender diversity within special education settings. Prerequisites: SPED 500; graduate status or instructor permission.

ECE 303. Literacy for Young Children 3 credits

Students learn to foster developmentally appropriate literacy practices for the birth through age 5 population in child care, and early childhood through preschool classrooms. Techniques supporting speaking, listening, writing and reading are introduced, and children's literature is emphasized. 25 field hours are required for this methods course. Prerequisites: EDUC 205 or 207; ECE 365; ECSE 204; admission to the Education Department.

ECE 306. Science and Social Studies for Young Children 5 credits

Explores the learning dimensions of science and social studies for preprimary and primary chil-

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

ECE 315. Creative Expression in Early Childhood Curriculum 3 credits

Integrates drama, dance, movement music and art into developmentally appropriate curriculum. Prerequisites: ECSE 204; ECE 365; admission to Teacher Education.

ECE 320. Management of Young Children 3 credits

Includes principles of administration, organization, and operation of programs for children ages birth to 8 and their families. Students study behavior management, preventive discipline, quality program design, positive guidance, transition, collaboration, and ethical standards that support the development, learning and well being of all young children. Prerequisites: ECE 365; ECSE 204; admission to Teacher Education.

ECE 350. Math Education for Young Children 4 credits

Teaches how to help young children make important connections among physical, pictorial, graphic, symbolic, verbal and mental representations of mathematical ideas. Incorporates constructive activities to help children develop mathematical reasoning and to understand fundamental operations of addition, subtraction, multiplication and division. Prerequisite: ECSE 420; EDUC 312.

ECE 365. Early Childhood Development 3 credits

Child growth and development for infants, toddlers, preprimary and primary school children, both typical and atypical in areas of cognition, communication, physical motor, social-emotional, aesthetics and adaptive behavior. Students explore individual differences in development

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

and learning, including risk factors, developmental variations and developmental patterns of specific disabilities and special abilities. Prerequisites: EDUC 205 or 207; EDUC 284 or PSYC 284. Corequisite: ECSE 204.

ECE 450. Seminar in Early Childhood 3 credits
Current research and trends in early childhood education. Prerequisite: Admission to the Education Department.

ECSE 204. Introduction to Early Childhood Education, Birth to Age 8 3 credits
An overview of intervention from birth through the age eight population including typical infants, toddlers, preprimary and primary children and those with special health concerns, developmental delays, and at-risk conditions including children with sensory impairments, physical disabilities, emotional and behavioral disorders, and learning disabilities. Applies theories and knowledge of dynamic roles and relationships between families, schools, and communities. Identifies resources and service delivery options in meeting the needs of children birth through age eight and develops an understanding of the Individual Family Service Plan (IFSP) and the Individual Education Plan (IEP) process. Prerequisites: EDUC 205 or 207. Corequisite: ECE 365 (required).

ECSE 311. Assessment of Young Children 3 credits
Teaches skills in administrating informal and formal assessments and in interpreting information from testing and observation for the purpose of monitoring development and planning intervention for young children. Links assessment techniques to planning, implementing and evaluation curriculum goals and teaching practices for infants, toddlers, preprimary and primary children based on the needs and interests of individual children, their families, and community. Prerequisites: EDUC 205 or 207; EDUC 309; ECE 365; admission into Teacher Education program.

ECSE 410. Infant Toddler Curriculum and Methods 3 credits
Students will plan, implement and learn to evaluate developmentally and individually appropriate curriculum goals, content and teaching practices for infants and toddlers based on the needs and interests of individual children and their families. Techniques for adapting material, equipment and the environment will be emphasized to meet social, cognitive, physical motor, communication, and medical needs for children of varying abilities. 25 field hours required. Prerequisites: ECE 365; ECSE 204; admission into Teacher Education program.

ECSE 420. Developmental Curriculum and Methods: Ages 3 to 6 3 credits
Students will develop and implement learning experiences for pre-primary children with focus on multicultural content that includes development of responsibility and aesthetic, artistic, physical, cognitive, language, emotional and social development. Through developmentally and individually appropriate curriculum goals, content and teaching practices, students learn to adapt materials, equipment, the environment, programs and resources to meet the diverse learning needs of pre-primary children. 25 field hours required. Prerequisites: ECE 365; ECSE 204; admission into Teacher Education program.

ECSE 434. Student Teaching Early Childhood Special Education 6 credits
For students seeking endorsement in ECSE and PK-K (Option 1). Directed observation and supervised teaching experience. The student is required to spend a full day, five days a week for one-half a semester in an approved early childhood setting. Corequisite: EDUC 403.

ECSE 619. Practicum in Early Childhood Special Education 3 credits
For students seeking an approved endorsement in ECSE and who already hold an Iowa Teaching Elementary License (Option 3). Provides field and

supervised teaching experience in an early childhood special education setting. Students obtain practical, first-hand experience working with curriculum, behavior management and teaching strategies. Requires a minimum of 145 hours, at least 90 must be in direct contact with preschool children with disabilities. Prerequisite: Faculty consent.

SPED 210. Inclusion Strategies for Students with Special Needs **3 credits**

The inclusion of students with disabilities in the general classroom focuses attention on ways to accommodate these unique learners. This course addresses, at an introductory level, characteristics of these learners, techniques and strategies for accommodating them in the general classroom and the communication skills needed to collaborate with parents, teachers and specialists.

Requires a minimum of 25 field hours in inclusive or special education settings.

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

SPED 311. Foundations of Special Education **2 credits**

A review of the historical and philosophical development of the field of special education as it relates to principles, issues, and trends for the education of individuals with mild/moderate disabilities. Accompanying legislation and legal aspects are discussed along with relevant ethical, professional, and multicultural issues.

Prerequisites: EDUC 205 or 207 or instructor approval. Corequisite: SPED 312.

SPED 312. Characteristics of Learners with Mild/Moderate Disabilities **2 credits**

The etiologies of learning disabilities, mental disabilities, and behavior disorders of students at the mild and moderate levels are discussed.

Developmental, functional, academic, psycholog-

ical, social-emotional, and career characteristics of students with disabilities are considered in determining appropriate educational programming, necessary supports, and related services. Requires a minimum of 10 field hours.

Prerequisites: EDUC 205 or 207 or instructor approval. Corequisite: SPED 311.

SPED 313. Collaboration with Families and Professional **3 credits**

The collaborative and consultative role of the special education teacher is discussed in relation to working with families of students with special needs, general education classroom teachers, paraeducators, other support service personnel, and community agencies. Tools such as effective communication skills, problem solving strategies, and conflict resolution will be emphasized. Legal issues including parental rights will be included. Models for collaborative teaching in the general education classroom are discussed along with the roles of specific members of the multidisciplinary team. Prerequisites: EDUC 205 or 207; SPED 311; SPED 312 or ECSE 204.

SPED 314. Managing Behavior and Social Integration Skills **3 credits**

Theories of behavior problems of students with special needs are reviewed along with classroom behavior management methods, behavior change strategies, and attention maintenance techniques. Appropriate participation for the students in family, school, and community activities is emphasized through the design and evaluation of instructional programs including behavior intervention plans and social skills training programs. Requires a minimum of 15 field hours.

Prerequisites: EDUC 205 or 207; SPED 311; SPED 312; or instructor approval.

SPED 411. Assessment in Special Education **3 credits**

The unbiased use of psychometric instruments and instructional assessment for individuals with mild and moderate learning disabilities, mental

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

disabilities, and behavior disorders is viewed based upon legal provisions and guidelines. Basic and specific terminology is considered. Results from formal and informal assessments are interpreted. Prerequisites: EDUC 205 or 207; EDUC 309; SPED 311; SPED 312; or instructor approval.

SPED 416. Curriculum: Content and Materials for Learners with Mild/Moderate Disabilities **3 credits**

Sources and specific curriculum for the development of cognitive academic, social, language, and functional life skills for individuals with mild and moderate learning disabilities, mental disabilities, and behavior disorders will be reviewed along with the components of the IEP. Methods for accommodation and adaptation of the general education curriculum will be emphasized.

Transition needs across age and ability levels are considered. Prerequisites: EDUC 205 or 207; SPED 311; SPED 312; SPED 411; or instructor approval.

SPED 417. Methods for Teaching Elementary Learners with Mild/Moderate Disabilities **3 credits**

Effective teaching methods, techniques, and strategies for students with mild and moderate learning disabilities, mental disabilities, and behavior disorders are reviewed. Considerations include age-appropriate and ability-level instructional student needs. Models for providing instruction both in and outside of the general education classroom environment will be covered, along with student transition needs. Requires a minimum of 25 field hours. Prerequisites: EDUC 205 or 207; SPED 311; SPED 312; SPED 416; or instructor approval.

SPED 418. Student Teaching: Special Education in the Elementary School **7-8 credits**

Student teaching will take place in a mild/moderate special education program. Prerequisites: Admission to Teacher Education program; senior

standing; all requirements in elementary education and special education endorsement; recommendation of Education Department Chair.

Elected Studies

Admission Information

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

Program Delivery Format Options

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

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

Requirements

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

1. Attain the age of 23 years or more before pursuing the final 30 credits of the degree.
2. Complete 45 semester and/or equivalency credits oriented toward personal interests, needs, and goals.
3. Submit a degree plan along with an essay stating the goals and purposes in pursuing the courses included in the degree plan to the BES Committee at least two semesters prior to the anticipated graduation date. Once the BES Committee approves the student's degree plan, any deviation from that plan must be approved by the committee.

4. Submit an exit essay and portfolio to the BES Committee in the final semester before graduation.

5. Complete the following course requirements:
Skills (11-12 cr) all courses required: ENGL 101 (grade of "C" or better); IL 101; MATH 131, 151 or STAT 213 or higher level course; a Communication course that includes public speaking as a major component (2-3 cr); Physical Education course(s) (2 cr).

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

Foreign Language or Multicultural Course

Complete an International Studies or Foreign Language course; or a course from the following list: ENGL 221; GEOG 205; HIST 220, 225, 230, 235, 342, 366; SOC 228; WMST 315. This course must be approved by the BES Committee.

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

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

Special curriculum area (45 cr)

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

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

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

Engineering

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

Core Courses Recommended for First Two Years of an Engineering Program: (for students with a strong preparation in mathematics) First semester:

ENGR 110; MATH 191; CHEM 105.

Second semester: CSCI 195; PHYS 251;

MATH 192. Third semester: ENGR 220;

MATH 291; PHYS 253. Fourth semester:

ENGR 302, 310; MATH 300, 320; PHYS 254.

Also, 15 to 18 elective semester credits in the Engineering program.

Recommended for Three-Year, Two Degree

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

Requirements for the Bachelor of Science Degree with a Major in Engineering Physics:

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

+ = Applicable toward general education degree requirements

WI = Writing intensive course

Course Descriptions**ENGR 110. Engineering Graphics 3 credits**

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

ENGR 220. Engineering Statics 2 credits

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

ENGR 302. Engineering Dynamics 3 credits

Dynamics and kinematics of particles and rigid bodies in rectangular, polar and spherical coordinates. Work-energy and impulse-momentum theorems for rigid body motion. Oscillations of particles and systems. Applications to engineering systems. Prerequisite: ENGR 220. (Same as IE 302)

ENGR 303. Strength of Materials 3 credits

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

ENGR 310. Materials Science 3 credits

Crystal structure and mineralogy, imperfections and bonding in solids, relation of structure to properties. Mechanical, electrical, and thermal behavior of materials. Mechanisms of deformation and transformation. Prerequisites: CHEM 105; PHYS 251, 253. (Same as IE 310)

ENGR 312. Thermodynamics 3 credits

Introduction to classical and quantum statistics; thermodynamic laws, energy, entropy and equi-

libria, cyclic and noncyclic processes; applications to chemical and engineering problems. Prerequisite: PHYS 253 and MATH 280. (Same as PHYS 321 and IE 312)

ENGR 320. Electromagnetic Theory 3 credits

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

English

Requirements for a Major: 39 credits; ENGL 201, 202, 210, 211, 303, 401, plus 21 elective English credits. Twelve elective credits must be 300 level. One 200- level course may be a writing course. All majors must put together a portfolio of their written work in English courses.

Requirements for an English Education Major: 36 credits, EDUC 368 or 369; ENGL 201, 202, 210, 211, 303, 313, 316, plus 12 elective credits: six credits must be 300 level. Education courses required for a teaching major are found in the Education Department section.

Requirements for an English Minor: 21 credits; two courses from the following: ENGL 201, 202, 210, 211, and 15 elective credits. Nine 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, 217, 218, 219, 316, 317, 319, 320, 400 or COMM 331.

Course Descriptions**ENGL 100. Introduction to Writing 3 credits**

Introduction to the writing process with an emphasis on fluency. Students learn to develop and structure their ideas in writing through a variety of one-page assignments and longer

papers. Discussions of grammar, mechanics, spelling and usage are designed specifically around student needs. ENGL 100 counts toward graduation as an elective. A competency level of C is required before a student may enroll in a higher level course.

ENGL 101. Written Communication 3 credits

An introduction to university writing. Practices may include writing as rewriting, writing from sources, writing for an audience, developing a voice and editing. A grade of C or better is required to pass this course.

+ENGL 120. Literary Topics 3 credits

Primarily for non-majors. An introductory exploration of literature, focusing on specific themes and topics. Topics will be specified each semester. Cannot be used as an elective credit for English majors or minors or English education majors. Can be taken more than once to fulfill general education requirements.

+ENGL 201. British Literature I 3 credits

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

+WI-ENGL 202. British Literature II 3 credits

A survey of British poetry, prose and drama from the Age of the French Revolution through the long reign of Queen Victoria and to watershed events of the twentieth century, the Great War, Depression and World War II. Prerequisite: ENGL 101.

+WI-ENGL 210. American Literature I 3 credits

A survey of American literature from the exploration and settlement to the Civil War, emphasizing cultural identity and diversity. Prerequisite: ENGL 101.

+ENGL 211. American Literature II 3 credits

A survey of American literature from the Civil War to the present, emphasizing cultural identity and diversity. Prerequisite: ENGL 101.

ENGL 216. Persuasive Writing 3 credits

An intermediate writing workshop on argument that asks the following questions: Why is argument important? What is a good argument? How do writers motivate and persuade readers? Emphasis will be on argument in the “real” world: ads, letters to the editor, as well as presentations and proposals. Prerequisite: ENGL 101.

ENGL 217. Written Business Communication 3 credits

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

ENGL 218. Technical Writing 3 credits

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

WI-ENGL 219. Critical Reading and Writing 3 credits

This workshop is an introduction to the methods of critical analysis and writing employed by the literary profession and other disciplines focusing on texts. The course generates and explores a variety of critical conversations about a small number of texts. Writing assignments train students to participate in scholarly dialogues by

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

incorporating and evaluating sources in their writing. Prerequisite: ENGL 101.

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

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

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

+ENGL 222. Women’s Literature 3 credits

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

+ENGL 223. Minority Voices 3 credits

An examination of minority voices in literature through either a survey approach or a focus on a particular minority group. Further, it explores both literature as a mechanism of identity and empowerment and the social context out of which literature emerges. Prerequisite: ENGL 101.

+ENGL 240. Fiction into Film 3 credits

A study of fiction that has been reproduced as film, including a critical examination of the characteristics and techniques of both media. The course will consider the nature of “text” in cinema, make connections between the two media, and encourage students to use each to illuminate the other. Prerequisite: ENGL 101.

+ENGL 242. Popular Literature 3 credits

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

+ENGL 243. Irish Literature 3 credits

A study of prominent Irish authors and the ways in which their works shaped and were shaped by

the cultural and political struggles within Ireland. The course examines the role literature in relation to Irish history, politics and Irish identity. Prerequisite: ENGL 101.

+ENGL 244. Literature of the Sacred 3 credits

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

+ENGL 246. Literature of Place 3 credits.

A study of literature by authors who have a central concern within their work for issues pertaining to the environment, wilderness, travel, location, and urban landscapes. Each section will specify a particular theme or focus. Prerequisite: ENGL 101.

Note: Students should have some background in college English before taking 300-level courses.

+WI-ENGL 303. Shakespeare 3 credits

A critical examination of Shakespeare’s poetry and/or drama, this course explores the language of his comedies, tragedies, romances, and/or histories, as well as the ways in which they resonate with the concerns of early modern culture. Prerequisite: ENGL 101.

+ENGL 304. Renaissance Literature 3 credits

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

+ENGL 307. Romanticism 3 credits

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

+ENGL 309. Victorian Literature 3 credits

A critical examination of British poetry, fiction and non-fiction from the 1830s to the end of the century. The threat of revolution, urban collapse, the captains of industry and imperialist adventurers, the fallen woman and the angel of the house, the aesthetes and decadents are among possible targets for investigation. Prerequisite: ENGL 101.

+ENGL 310. Nineteenth-Century Fiction 3 credits

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

ENGL 313. Linguistics: Language and Learning 3 credits

A general overview of the structure of the English language, with an emphasis on topics that will be useful for educators. Topics covered include sentence level grammar and syntax, words and word parts, and the sounds of English. Issues surrounding dialects, profanity, the link between language skills and intelligence, and the relationship between grammatical knowledge and writing ability are among those explored.

ENGL 316. Expository Writing Workshop 3 credits

An advanced workshop in expository writing intended for students who already have a command of essay-writing skills. Includes work on cultivating an effective style and a methods component for prospective writing and language-arts teachers at all levels. Prerequisite: ENGL 101.

ENGL 317. Creative Writing Workshop 3 credits

A workshop focusing on the creative forms of poetry and fiction. Student work forms the center

of the course, supported by outside reading and writing exercises. Prerequisite: ENGL 101.

ENGL 318. Tutorial Writing 1 credit

Theory and practice of tutoring writing. This course has specific applications for students tutoring writing in the Student Success Center. Instructor approval required. Prerequisite: ENGL 101.

ENGL 319. Writing about Place 3 credits

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

ENGL 320. Writing Topics 3 credits

A workshop focusing on a specific writing genre or theme such as journals, biography, spiritual reflection, art and theater reviews, humor, or playwrighting. Reading, writing exercises, and discussion create the context for student writing. Prerequisite: ENGL 101.

ENGL 321. Memoir Writing 3 credits

An advanced writing course with a focus on the memoir as an art form. Life experience will be explored as the material for memoir. Some study of examples of the genre will accompany writing assignments, workshop critiques and portfolio presentation. Prerequisite: ENGL 101.

+ENGL 341. American Poetry 3 credits

An exploration of the American voice in poetry. Writers may include early poets such as Taylor and Bradstreet; 19th-century poets such as Whitman and Dickinson; 20th-century poets such as Pound, Williams and Hughes; and contemporary poets such as Rich, Ginsberg and Jordan. Prerequisite: ENGL 101.

+ENGL 343. American Realism and Naturalism 3 credits

This course explores realism and naturalism as literary movements rooted in social changes and scientific beliefs in late 19th- and early 20th-century

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

America. Writers may include Twain, Howells, James, Chopin, Wharton, Gilman, Norris, Crane, Dreiser and others. Prerequisite: ENGL 101.

+ENGL 344. Modernism 3 credits

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

+ENGL 345. Twentieth-Century Fiction 3 credits

A critical examination of 20th-century fiction originating from the United States and the United Kingdom in addition to other parts of the world. The course might look at the formal properties of fiction as well as cultural and social issues depicted in the literature. Prerequisite: ENGL 101.

+ENGL 346. Contemporary Fiction 3 credits

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

ENGL 350. Independent Study 1–3 credits

Advanced critical study or research in an area agreed upon by student and instructor. Topics are not taught in regularly offered courses. May be scheduled for a maximum of three credits. Prerequisite: ENGL 101.

+ENGL 360. Advanced Topics 3 credits

An advanced critical study of specific literary forms, themes, movements or authors. Topics will be announced each semester the course is offered. Prerequisite: ENGL 101.

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

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

ENGL 400. Writing Internship 1–6 credits

Supervised experience working as a writer in a professional environment. Selected candidates will keep a journal, write a reflective paper and submit a portfolio of written work. Credit will be determined through consultation between work supervisor and faculty supervisor. Prerequisite: ENGL 101 and departmental approval.

WI-ENGL 401. Senior Seminar 3 credits

A capstone to the major in English, including a research paper which uses critical and scholarly methods to explore a student-selected topic. Prerequisite: ENGL 101; English major.

Finance

See Business

French

See Languages and International Studies

General Business

See Business

General Science

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

major department involved.

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

Geography

Course Descriptions

+GEOG 201. Physical Geography 3 credits

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

+GEOG 205. Human Geography 3 credits

Principles of human spatial behavior and how they apply to social, economic, and political problems.

GEOG 310. World Regional Geography 3 credits

The world's major regions (North America, Latin America, Europe, Asia, North Africa, Southwest Asia and Sub-Saharan Africa) are studied in this course. Emphasis on comparing the impact of economic development, globalization, and local diversity on world regions. Prerequisite: GEOG 201 or 205, or permission of instructor.

GEOG 322. Economic Geography 3 credits

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

GEOG 340. Urban Geography 3 credits

Urban space and activities, theories and processes of urbanization, and contemporary urban problems in geographic perspective. Prerequisite: GEOG 201 or 205, or instructor permission.

GEOG 360. Maps and Mapping 3 credits

Types, design, and functions of maps. Prerequisite: GEOG 201 or 205, or instructor permission.

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

GEOG 370. Studies in Geography 3 credits

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

German

See Languages and International Studies

Greek

See Languages and International Studies

Health, Physical Education and Sport Science

General Physical Education Major

Foundation Requirements for a major in Physical Education (Non-teaching): PED 149, 260, 363;

BIOL 101 or 103 or 112, 202. **Core**

Requirements: PED 113, 206, 220, 221, 222, 280, 282, 304, WI-361, 407, 418. Activity

Requirements: PED 210 and 309 or PED 316 and 331; PED 200 or 300 or 400; PED 214 or 301.

Fitness and Human Performance Major

Foundation Requirements: BIOL 101 or 103 or 112; CHEM 103 or 105; Math 131 or 151 or 191 or successful comp out of math requirement; PED 260 or PSYC 403; PED 149, 206, 363; PSYC 105; STAT 213. **Core Requirements:** BIOL 202, 203 (optional), 204; PED 215, 258, 282, WI-340, 341, 350, WI-361, 390, 395, 407, 418.

Sports Management Major

Foundation Requirements for Majors in Sports Management: PED 113, 149, 265; ACCT 201; CSCI 120; ECON 201, 202. **Core Requirements:** MKTG 309; MGMT 310; PED 305, WI-306,

307, 363, 407, 418; PHIL 305. Three credit hours from the following: ACCT 202; FNCE 300; MKTG 311; MGMT 316, 320; PED 206 or another course with department chair permission.

Physical Education Teaching Majors

All students should apply for admittance to the Department of Education after completing EDUC 205/207 and one other Education course. Students planning to qualify for a teaching license are responsible for knowing the certification requirements in the state where they wish to teach. Students must maintain a 3.00 GPA in major courses with no grade below C and a 2.70 cumulative average. Membership in the state level association for health, physical education, recreation, and dance and / or the state education association is strongly recommended.

Foundation Requirements for a Physical Education Teaching Major: PED 149, 260, WI-361, 363, 390; BIOL 202; HED 201. **Core Requirements:** PED 113; 200 or 300 or 400; 206, 207, 210, 215, 220, 221, 222, 280, 301, 304, 309, 311, 316, 331, 407, 412, 415; HIST 111 or 112 or PSCI 101 or 102; SPED 210; EDUC 205/207, 284, 300, WI-301, 308, 309, 433.

Requirements for a Second Teaching Area which includes the requirements for a K-12 Health Endorsement: Completion of course requirements for an approved teaching major and 24 semester credits including: **Foundation Requirement:** PED 149. **Core Requirements:** BIOL 202, HED 201, 202, 205, 303, 305; PED 206, WI-340. Eight hours from the following: HED 207; PED 215, 282, 300, 390, 400; PHIL 342; PSYC 201, 205, 284, 305, 350; SOC 310, 321. Education courses required for teaching are listed in the Education Department section.

Requirements for a Physical Education Teaching Minor: 24 semester credits including PED 206, 309, 331, 311 or 412, 316. Recommended: PED 113, 210, 220, 260, 304.

Requirements for a Minor in Health Education: 24 credit hours including: Foundation Requirement: PED 149; **Core Requirements:** HED 201, 202, 205, 303, 305; PED 206, WI-340, BIO 101, 103 or 112. Eight hours from the following: HED 207; PED 215, 282, 300, 390, 400; PHIL 342; PSYCH 201, 205, 284, 305, 350; SOC 310, 321.

Athletic Coaching

Requirements for Coaching Authorization: The State of Iowa requires four major courses (or five equivalent non-credit bearing workshops) to receive a coaching authorization: EDUC 284 or PSYC 284 or PSYC 305; PED 215; BIOL 202 or PED WI-361 or PED 265 with department chair permission; PED 412 or a coaching course.

Course Descriptions

HED 201. Personal and Consumer Health **2 credits**
Study of personal and consumer health, including disease prevention and health promotion, alcohol and other drug use, sexuality, emotional health, and quackery. Consumer skills including selection and evaluation of health-related information, goods, and services are emphasized. Prerequisite: PED 149.

HED 202. Health Topics I: Substance Use & Abuse, Family Life, Mental Health **2 credits**
Focus on substance use and abuse, family life, and mental health with an emphasis on health promotion and disease prevention. Signs and symptoms of disease, prevention strategies, early intervention options and current treatments are emphasized. Includes focus on prevention strategies for individuals, families, and communities. Prerequisites: PED 149; HED 201.

HED 205. Health Topics II: Public and Community Health Theories and Systems **2 credits**
Overview of public and community health system and programs with emphasis on protection

and care of individual and family. Focus on theoretical frameworks for change and delivery of health-related prevention, early intervention, and treatment programs. Prerequisites: PED 149; HED 201.

HED 207. Women's Health Issues 3 credits
Explores women's health issues within a contemporary and historical context utilizing related biological, political, social, religious and economic perspectives.

WI-HED 240. Child Health, Safety, and Nutrition 3 credits

This writing intensive course examines health, safety, and nutritional concerns that apply to the young child. Nutritional practices that support cognitive, cultural, and physical development of children are emphasized. Classroom strategies focus on the appraisal and management of health and safety concerns of children including procedures for children with special needs. Comprehensive health education programming including implementation of health instruction, utilization of health-related services, and development of health learning environments is supported.

HED 303. Methods and Materials in Health Education 2 credits

Concepts of health education program design, development, delivery, and evaluation to include analysis of objectives and content, construction of teaching/learning modules, selection of resources, and application of assessment and evaluation strategies. Emphasis on components of comprehensive school health program. Prerequisites: HED 201, 202, 205; PED WI-340.

HED 305. Practical Experience in Health Education 1 credit

Supervised practicum in a school or community-based health education setting to develop first hand knowledge and experience in the design,

development, delivery, and evaluation of health-related prevention, education, early intervention and treatment programs. Prerequisites: Instructor's permission, junior status.

A medical certificate of physical fitness is required of all students who participate in any PE activity course. The medical certificate filed at the time of admission is sufficient if it has been filed within the past four years.

+PED 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. This course is a prerequisite to the activity courses.

General Education Courses Open to All Students

Lifetime Activity Classes

Activity Classes cover the theory and practice of the activities and sports listed, including skills fundamentals, strategy, rules, and safety/consumer practices.

+PED 100. Beginning Swimming 1 credit

+PED 101. Fitness Swimming 1 credit

+PED 120. Conditioning and Self-Defense 1 credit

+PED 122. Personal Defense for Women 1 credit

+PED 151. Racquetball 1 credit

+PED 155. Fitness 1 credit

+PED 158. Weight Training 1 credit

+PED 159. T'ai Chi 1 credit

+PED 160. Basketball 1 credit

+PED 161. Softball 1 credit

+PED 165. Developmental Physical Education 1 credit

For students unable to participate in regular physical education classes. Prerequisite: Permission of the instructor.

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

- +PED 199. Beginning Volleyball** 1 credit
- +PED 200. Intermediate Swimming** 2 credits
- +PED 201. Beginning Bowling** 1 credit
- +PED 203. Beginning Tennis** 1 credit
- +PED 204. Beginning Badminton** 1 credit
- +PED 205. Beginning Golf** 1 credit
- +PED 208. Cycling** 1 credit
- +PED 211. Beginning Modern Dance** 2 credits
This course provides instruction in beginning modern dance techniques. Students will gain basic skills in modern dance techniques.
- +PED 212. Beginning Jazz Dance** 2 credits
This course provides instruction in beginning jazz dance techniques. Students will gain basic skills in jazz dance.
- +PED 213. Beginning Ballet** 2 credits
This course provides instruction in beginning ballet technique. Students will gain basic skills in ballet technique.
- +PED 214. Aerobic Dance** 2 credits
This course provides instruction in aerobic dance. Students will gain basic skills in aerobic dance techniques.
- +PED 218. Irish Social Dancing** 2 credits
Development of movement patterns fundamental to Irish social and folk dancing. Concentration on performance of selected ceili and set dance patterns utilizing soft jig, reel, and polka steps and rhythms. Focus on Irish dancing as a living reflection and expression of social, cultural, historical and political change.
- Professional Development Courses**
- PED 113. Introduction to and History of Health, Physical Education, and Sport Science** 2 credits
Acquaints students with professions of Physical Education as a career.
- +PED 206. First Aid/CPR** 2 credits
Safety awareness as an individual and as a member of society. Various first aid and CPR skills will be emphasized.
- PED 207. Stunts & Tumbling** 1 credit
Developmental approach to body management and strength building through stunts and tumbling activities. Emphasis on creativity, form and quality of performance. Skills progressions will be identified.
- PED 210. Games and Rhythms** 2 credits
Participation in games and rhythms related to elementary school children. Focus on inclusive strategies and adaptation of activities to specific grades. Minimal time on lesson plans, unit outlines, teaching methods, playground supervision.
- PED 215. Basic Athletic Training** 2–3 credits
Basic principles and techniques of athletic training. Allows the student to gain a working knowledge of basic skills required to provide athletic training assistance. Content areas covered include: prevention of athletic injuries, evaluation of athletic injuries, first aid and emergency procedures, therapeutic exercise, therapeutic modalities, and administration of athletic training.
- PED 220. Introduction to Motor Skills and Aerobic Development** 2 credits
For PE majors/minors only. Develops basic locomotion and non-locomotion skills as well as developing a fitness profile for each participant. Taken in first year or sophomore year. Class will focus on motor skill development and progression as well as health-related fitness, especially aerobic fitness and development. Prerequisites: Majors only or instructor's permission.
- PED 221. Skills in Team Sports** 2 credits
Basic through advanced motor skill development in team handball, soccer, and volleyball. For Physical Education majors/minors only. Prerequisites: PED 220; majors only or instructor's permission.

PED 222. Skills in Individual Sports **2 credits**

Develops motor skill abilities in individual sports of tennis, badminton, and golf taken in the first year or sophomore years. For physical education majors/minor only. Prerequisites: PED 220; majors only or instructor's permission.

PED 258. Advanced Weight Training **2 credits**

Focuses on the proper mechanical techniques in weight training. Students will gain a knowledge and understanding of muscle development, and proper alignment of lifting with free weights and machines. Focus is on both strength and endurance development of muscle. Equipment safety and care will also be required.

Prerequisite: Majors only or with instructor's permission.

PED 260. Motor Learning **2 credits**

The interplay of subsystems as they interact to explain human behavior in the area of motor learning and performance. Systems include human behaviors such as serving a tennis ball, hitting a golf ball, kicking a soccer ball.

PED 265. Introduction to Exercise Science **3 credits**

This course will introduce students to the field of Exercise Science that involves the following topic areas: motor learning/control, kinesiology/biomechanics, and exercise physiology.

PED 280. Special Physical Education **3 credits**

Provides an overview of general program development related to impairments, disabilities, and handicapping conditions of the mentally, physical, and emotionally challenged individual.

Emphasis is placed on both medical and educational methods to meet needs of these challenged individuals.

PED 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.

PED 300. Advanced Swimming (Lifeguard Training) **2 credits**

Knowledge and practical experience in lifeguard training. The American Red Cross certification for Lifeguard and CPR for the Professional Rescuer will be given to those who successfully complete the necessary requirements.

Prerequisite: PED 200 Intermediate Swimming or equivalent ability.

PED 301. Ballroom, Square and Folk Dance **2 credits**

Development of knowledge and skill in folk and square dances, American country dances and ballroom dancing, cultural influences of folk arts. Participation in a variety of dances for school and adult recreation.

PED 304. Administration and Organization of Health, Physical Education, and Athletics **3 credits**

Administrative duties, responsibilities and problems, special emphasis on qualifications of administrative staff, policies, teaching load, indoor and outdoor facilities, purchase and care of equipment, budget and finance, office management, liability and intercollegiate athletics.

PED 305. Sport Management **3 credits**

Principles and theory of management relating to sport, sport facilities and corporation fitness centers. Prerequisites: ECON 201 or 202.

WI-PED 306. Sport Promotions and Marketing **3 credits**

Topics of fundraising, promotions, public relations, and marketing plans will be examined from perspective of coach, athletic administrator and sports manager. Emphasis will be placed on

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

strategies, planning methods and implementation techniques associated with fundraising and sport promotion efforts. Prerequisites: ECON 201 or ECON 202.

PED 307. Planning and Management of Sport Facilities and Events 2 credits

This course is designed for the Sports Management major. Details concerning facility and event construction. Prerequisites: PED 305; junior level or instructor permission.

PED 309. Elementary Physical Education Methods 2 credits

Developing a plan of a total program of physical education for elementary school children. Progressions of skill activities, techniques, organization, and methods of teaching age-appropriate programs. Emphasis is placed on child development and physical education objectives. Prerequisites: PED 220, 221, 222 or instructor's permission.

PED 311. Practical Experience in Teaching Physical Education 1 credit

Supervised clinical experience at the elementary and/or secondary level. Open only to Physical Education majors and minors. Prerequisites: EDUC 205, junior level status, PED 309 or PED 331.

PED 316. Individual and Team Sports 3 credits

Methods and procedures in teaching team and individual sports. Emphasis on task analysis, criteria, evaluation, and behavioral instructional objectives. Prerequisites: PED 220, 221, 222, 331 or instructor's permission; majors/minors only.

PED 321. Coaching Football; PED 322. Coaching Basketball; PED 323. Coaching Track; PED 324. Coaching Baseball; PED 325. Coaching Volleyball; PED 326. Coaching Soccer 2 credits

Basic principles and practices underlying modern coaching methods in football, basketball, track, baseball, volleyball and soccer.

PED 331. Principles and Methods of Secondary Physical Education 2 credits

Investigation and evaluation of methods involved in teaching physical education at the secondary level; learning to develop a daily lesson plan, a unit, and a curriculum calendar. Prerequisites: PED 220, 221, 222 or instructor's permission.

+WI-PED 340. Introduction to Nutrition 3 credits

Study of the relationship between food and the human body and its impact on growth and development, performance, and general well-being. Prerequisites: PED 149; BIOL 101 or 103 or 112.

PED 341. Exercise Pharmacology 3 credits

This course will provide students with the skills to understand drugs and supplements that are frequently used by the physically active population and those seeking to be physically fit. Students will also learn how various commonly used drugs and supplements can affect exercise performance in their patients and athletes. Practical guidelines are offered to enable the student to monitor and circumvent adverse reactions to drug therapies. Prerequisite: BIOL 202.

PED 350. Scientific Principles of Strength and Conditioning 2 credits

This course will introduce the scientific principles based on science knowledge obtained in BIOL 202 and BIOL 204. Emphasis within this course will focus on 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 student to incorporate aerobic exercise principles into a variety of training modes. Prerequisites: BIOL 202 ("C" or better), WI-PED 361 or instructor's permission.

WI-PED 361. Kinesiology 3 credits

The study of skeletal and muscular systems of the body as related to motion. Analysis of muscle function in performance of physical activities. Prerequisites: BIOL 202 ("C" or better).

PED 363. Legal Aspects of Sport **2 credits**

Legal aspects related to sport, sport facilities, programs, and personnel; including tort law, liabilities and negligence. Prerequisites: PED 304 or 305 or instructor's permission.

PED 390. Exercise Physiology **4 credits**

Physiological changes and adaptation corresponding to exercise, the benefits of various types of training and the factors which affect physiological function during exercise such as nutrition, age, disease, gender and the environment. Includes lab. Prerequisite: BIOL 202 ("C" or better); Junior status.

PED 395. Exercise Prescription and Program Design **3 credits**

Course content builds upon content areas of physiology, kinesiology, and scientific principles of strength and conditioning. Emphasis on optimizing human performance. Critical reading and scientific writing will be required for student to incorporate current principles and theories to designing and prescribing exercise programs. Prerequisites: BIOL 202 ("C" or better) PED 350, WI-361. Corequisite: PED 390 or permission of instructor.

PED 400. Water Safety Instructor **2 credits**

Knowledge and practical experience in water safety instructor skills. The American Red Cross certification for WSI will be given to those who successfully complete the necessary requirements. Prerequisites: PED 200 or equivalent ability.

PED 407. Senior Seminar: Physical Education, Fitness, & Sport Management **1 credit**

A capstone seminar focusing on trends and issues in Physical education, fitness and sports business, with emphasis on career development, employment, professional organizations, continuing education requirements, and informational

resources. Prerequisite: Senior status.

PED 412. Practical Experience in Coaching Sports **1–2 credits**

Supervised coaching in local elementary, junior high or high schools. Open only to students majoring, minoring or seeking coaching endorsement in physical education. Prerequisite: Instructor permission.

PED 414. Independent Research **1–3 credits**

An independent research project with permission of department chairperson to broaden the foundation of knowledge within the field of Health, Physical Education and Sport Science. Supervision is assigned to a faculty member with expertise in area of requested research. Student with an interest in any aspect of sport or health can integrate information from several fields within sport or health and focus on question to be researched. Prerequisite: Junior or senior status.

PED 415. Tests and Measurements **3 credits**

Evaluation as part of teaching statistical techniques, construction and use of motor and knowledge tests, criteria for test selection. Prerequisite: MATH 151.

PED 418. Internship **6–8 credits**

Internship is designed to provide practicum experience for majors in Sport Management, General Physical Education, and Fitness and Human Performance. Placement includes professional sports organizations, YMCA, Park and Recreation, and Wellness Centers. Prerequisites: Junior status; permission of department; majors only.

Health Science

See Master of Occupational Therapy

+ = Applicable toward general education degree requirements

WI = Writing intensive course

History

Requirements for a Major: 33 semester credits in history, including HIST 101, 102, 111, 112, 220 or 225 or 230 or 235, 400, and 18 additional credits above the first year level.

Requirements for a Minor:

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

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

General History minor: 15 semester credits in History, including HIST 101 or 102 and HIST 111 and 112. Three credits must be earned in a course numbered 200 or above.

Requirements for a Teaching Major: 33 semester credits in history, distributed as follows: 15 credits in US History (HIST 111, 112, and nine additional credits above the first year level); 15 credits in World History (HIST 101, 102, 220 or 225 or 230 or 235, and six additional credits above the first year level); HIST 400. Education courses required for certification are listed in the Education section of this catalog. Students must maintain a 3.00 GPA in History with no grade lower than a C.

Course Descriptions

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

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

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

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

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

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

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

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

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

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

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

+HIST 260/560. History of Iowa 3 credits
Study of the state and people of Iowa and its place in the themes of United States history. Graduate students have work appropriate to the master's level.

Note: The following 300-level history courses should not be taken by freshmen.

**+WI-HIST 307. History of Christianity
Early and Medieval** 3 credits

The Church and Western society in the early and medieval periods. (Same as THEO 307)

**+WI-HIST 308. History of Christianity:
Reformation and Modern** 3 credits

The Church and society from the Reformation through the Modern Age. (Same as THEO 308)

+HIST 310. Greece and Rome 3 credits

History and culture of Greece and Rome during the classical era. Prerequisite: HIST 101 or instructor permission.

**+HIST 315. Advanced Topics
in History** 1–3 credits

Advanced topics in world and American history. Variable content. Prerequisite: Sophomore standing and instructor permission.

**+HIST 317. The Middle Ages:
300 to 1300** 3 credits

Europe from the end of the Western Roman Empire to the beginnings of the national monarchies. Prerequisite: HIST 101 or instructor permission.

**+HIST 319. The Renaissance and
the Reformation** 3 credits

Europe from the development of national monarchy to the end of wars of religion. Prerequisite: HIST 101 or instructor permission.

+HIST 336. Europe 1648 to 1815 3 credits

An advanced survey of early modern European history from the Peace of Westphalia to the Congress of Vienna. Topics in political, cultural, intellectual, social and diplomatic history will be explored. Prerequisite: HIST 102 or instructor permission.

+HIST 337. Europe 1815 to 1918 3 credits

An advanced survey of European history from the Congress of Vienna to the November 1918 armistice ending World War I. Topics in political, cultural, intellectual, social and diplomatic history will be explored. Prerequisite: HIST 102 or instructor permission.

**+HIST 338. The Twentieth-Century
World** 3 credits

An advanced survey of world history from World War I to the present. Topics in political, cultural, intellectual, social, and diplomatic history will be explored. Prerequisite: HIST 102 or instructor permission.

**+HIST 340. Modern Britain:
1603 to the Present** 3 credits

The study of modern British history from the Stuart dynasty to the present. The course explores Britain's emergence as the world's pre-eminent industrial nation while examining its rise and fall as a world power. Prerequisite: HIST 102 or instructor permission.

**+HIST 341. History of the
British Empire** 3 credits

A study of the British Empire since the sixteenth century. The course will examine the Empire from the perspectives of both the colonizers and the colonized. Prerequisite: HIST 102 or instructor permission.

+HIST 342. Modern Ireland 3 credits

A study of modern Irish history since the sixteenth century. Prerequisite: HIST 102 or instructor permission.

+HIST 345. Modern Germany 3 credits

A survey of German history in the nineteenth and twentieth centuries, including German unification, German emigration to the New World, the two World Wars, the Holocaust, the division of Germany, and the unification of 1990. Prerequisite: HIST 102 or instructor permission.

+ = Applicable toward general education degree requirements

WI = Writing intensive course

HIST 356. Colonial America and the Atlantic World 3 credits

Advanced survey of colonial American history from the first European encounter with the New World to 1760. Spanish, Portuguese, English and French settlement in the Americas investigated, with special attention to religious, economic, social and political history. Includes a comparative investigation of slavery in the Americas. Prerequisite: HIST 111 or instructor permission.

HIST 360. Revolutionary America: 1776 to 1836 3 credits

The beginnings of the new nation and its coming of age. Prerequisite: HIST 111 or instructor permission.

HIST 361. Civil War Era: 1840 to 1877 3 credits

A study of the issues that led up to the Civil War and the society created in post-war America. Prerequisite: HIST 111 or HIST 112 or instructor permission.

HIST 362. Early 20th Century America: 1900 to 1940 3 credits

America from Progressivism through the New Deal. Includes World War I and the Roaring 20s. Prerequisite: HIST 112 or instructor permission.

HIST 363. US Since World War II 3 credits

America's rise to world power and the ramifications at home and abroad. Prerequisite: HIST 112 or instructor permission.

+HIST 365. American Immigration History 3 credits

This course explores how migrants from Europe, Asia, Africa, Latin America and the Caribbean transformed America into a diverse and pluralistic society, made possible America's emergence as an industrial power, and continue to shape public policy debates. Prerequisite: HIST 111 or HIST 112 or instructor permission.

+HIST 368. The Irish-American Experience 3 credits

This course examines many different aspects of

the Irish-American experience in order to place the Irish-American story within the larger context of migration history. Prerequisite: HIST 111 or HIST 112 or instructor permission.

HIST 393. Directed Readings in History 1–3 credits

Readings in areas of historical interest not provided by other history courses. Open only to junior and senior history majors with prior approval of instructor and department chair.

WI-HIST 400. Historical Methods 3 credits

Introduction to historical method. Emphasis on doing history through readings and project work. For history majors in their junior or senior year.

HIST 410. Independent Study 1–3 credits

Directed individual reading, research and writing on a topic approved by the department. Open only to junior and senior history majors. Prior approval by instructor and the department chair required. Prerequisite: HIST 400.

HIST 560. History of Iowa 3 credits

Study of the state and people of Iowa and its place in the themes of United States history. Graduate students complete work appropriate to the master level. (see HIST 260)

Industrial Engineering

The department of Industrial Engineering offers a four-year program leading to a Bachelor of Science in Industrial Engineering (BSIE) degree. The Engineering Accreditation Commission of the Accreditation Board of Engineering and Technology (ABET) accredits the IE program. Course requirements, quality of instruction and the control of the curriculum meet or exceed nationally established requirements. This assures the student that their investment in education is valuable and protected. The Industrial Engineering program is designed to make a difference for its students. As a faculty, we focus on the

student's learning needs to ensure their success and maximize their knowledge gains. The vital role played by people in achieving superior performance in an organization is given major emphasis. The emphasis is on quality through accomplishment.

Mission

The mission of the St. Ambrose Industrial Engineering program is to develop graduates who possess a strong fundamental knowledge of engineering and the world. Students will design and communicate practical solutions and alternatives to real problems that consider efficiency, economics, technology, and human welfare.

Program 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.

Integrated Design Experience

The program's philosophy is that the whole must be greater than the sum of parts to be most effective. The fundamental skills of model-building, creativity, problem solving, and communication are integrated into the topic threads of graphics, design and writing. These threads are then drawn upon to link important concepts across many courses. This linking forms a network of experiences that is the foundation of engineering, beginning in the first year course, IE 290: Problem Solving with Microcomputers and culminating in IE 490: Senior Design Seminar. Throughout the program, students study industrial engineering topics and explore problem-solving using with traditional methods and computer technology. In Senior Design Seminar, stu-

dents use engineering skills to determine a real world problem, developing and analyzing alternatives, and recommending a feasible solution. Introducing design issues throughout the program assures 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. Their focus is on preparing students for life. The faculty's concentration is on educating students in fundamentals and examining the most current theories and applications. Our method of instruction is based on an open, relaxed environment in which the students can flourish. Many students comment that they see the friendliness and approachability of the professors as a significant factor in helping them develop to their fullest potential.

Admissions Requirements

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

Requirements for a Bachelor of Science in

Industrial Engineering Degree: 132 semester credits as follows:

Mathematics and Basic Science Courses (33 credits): MATH 191, 192, 280, 300, 301, 390, 391; PHYS 251, 253; CHEM 103 or 105.

Engineering Courses (62 credits): IE 110, WI-290, 295, 300, 304, 315, 335, 340, 350, WI-351,

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

375, 400, 415, 450, WI-490, 201, 301, 401; ENGR 220, 302; Two of the following: ENGR 303 or 312 or PHYS 306.

Other Courses: CSCI 195; PHIL 207 or 305.

The Industrial Engineering Seminars (IE 201, 301, 401) are required for all industrial engineering majors and should be taken by the time a student has completed approximately 25, 50, and 75 percent, respectively, of the industrial engineering course requirements.

To graduate with an industrial engineering degree, a minimum GPA of 2.50 must be earned for all semester credits used to satisfy the course requirements shown above (including a minimum GPA of 2.00 in the subset of requirements which includes MATH 390, 391 and 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.

Requirements for a Minor in Industrial Engineering: MATH 191, 300; Five courses from following: IE 295, 300, 304, 315, 335, 340, 350.

Course Descriptions

IE 110. Engineering Graphics 3 credits
The graphic solution of space problems involving points, lines and planes, geometric construction, orthographic and pictorial representation, auxiliary views, sectioning, dimensioning, basic engineering symbols, solids modeling and computer-aided design. (same as ENGR 110)

IE 220. Engineering Statics 2 credits
Vector and scalar treatment of forces. Resultants, equilibrium friction, centroids, moments and products of inertia, external and internal forces. Applications to pulleys, trusses, frames, beams,

friction. Prerequisite: PHYS 251. (Same as ENGR 220)

WI-IE 290. Problem-Solving with Microcomputers 3 credits

Application of microcomputers to solve a variety of industrial engineering problems. Includes use of packaged programs as well as designing programs for specific applications. Students receive hands-on experience on lab computers and become familiar with modern industrial engineering algorithms and problem-solving techniques.

IE 295. Manufacturing Materials and Processes 3 credits

Fundamentals of manufacturing processes including founding processes, machining, forming, and assembly. Characteristics of basic materials including ferrous and nonferrous metals, plastics, and other materials. Instruction includes classroom and field trips.

IE 300. Industrial Engineering Methods 3 credits

Measurement and analysis of work systems. Ergonomics and the environmental, physical, and psychological aspects of work. Work measurement techniques including time study, predetermined time systems and work sampling. Classroom and laboratory experiences are utilized in instruction. Prerequisites: MATH 300, IE 290.

IE 302. Engineering Dynamics 3 credits

Dynamics and kinematics of particles and rigid bodies in rectangular, polar, and spherical coordinates. Work-energy and impulse-momentum theories for rigid body motion. Oscillations of particles and systems. Applications to engineering systems. Prerequisite: IE 220. (Same as ENGR 302)

IE 303. Strength of Materials 3 credits

Plane stress, plane strain, stress-strain relationship, and elements of material behavior. Elements of stress and deformation analysis

applied to members subject to centric, torsional, flexural and combined loadings. Elementary considerations of theories of failure, buckling, repeated and impact loads. Prerequisite: IE 220. (Same as ENGR 303)

IE 304. Design Fundamentals for Industrial Engineers **3 credits**

Introduction to the process of engineering design. Application of this process via student projects which are related to industrial engineering functional areas. Prerequisites: IE 110, 295.

IE 312. Thermodynamics **3 credits**

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

IE 315. Engineering Economy **3 credits**

Evaluation of private and public sector project alternatives in quantitative and qualitative terms. Cost/benefit analysis. Time value of money and application of this concept to evaluation of economic feasibility and alternatives, including payback, present value, and return on investment. Prerequisite: MATH 191.

IE 335. Quality Control and Reliability **3 credits**

Introduction to total quality management, statistical quality control methods and systems useful for analyzing and controlling product quality in industrial and business settings. Design of inspection plans for various quality characteristics. Statistical process control charts and acceptance sampling. Introduction to reliability. Prerequisite: MATH 300.

IE 340. Ergonomics and Occupational Safety **3 credits**

Ergonomics focuses on human capabilities and the interfaces between individuals and their envi-

ronment. Concepts from signal detection theory, anatomy, physiology and controls are presented and then used to solve design problems in a wide variety of applications Prerequisite: MATH 300.

IE 350. Operations Planning, Scheduling and Control **3 credits**

Addresses those activities in an organization that are directly related to producing goods or providing services. Planning, execution, and control of functions are examined. The focus is on organizational processes in which people, capital, and material (inputs) are combined to produce services and goods (outputs). Such processes may be found in banks, factories, stores, hospitals, etc. Subjects include forecasting, capacity planning, operations design, scheduling, and quality control. Prerequisite: IE 315.

WI-IE 351. Industrial Engineering Design Laboratory **3 credits**

The student designs industrial engineering mechanisms (people, equipment, information procedures) in a laboratory setting. Projects may include typical industrial engineering topics such as work methods and design, facilities layout, simulation, etc. Prerequisites: IE 300, 315, 350.

IE 375. Computer-Aided Manufacturing Systems **3 credits**

Provides knowledge and an ability to apply computer-aided manufacturing technology as a cost-effective strategy. NC, CNC, CAD/CAM, robotics, vision systems, PLCs, and other technologies are investigated and their applications explored. Strategic implementation, optimization, and systems integration issues are addressed. Theory of feedback control systems and computer control of processes. Prerequisites: IE 110, 295.

IE 400. Introduction to Simulation **3 credits**

Introduction to simulation modeling using SIMAN programming language. Focuses on the formulation of relevant, tractable questions, the development of models which provide appropriate information, and the analysis of this information

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

for decision-making. Simulation is presented as an integrated subject in which the methodology of simulation, model building, verification, validation, and execution are addressed. Prerequisite: MATH 300.

IE 415. System Integration and Design 3 credits

The systems integration process including planning, design, implementation, and control.

Student projects apply this process to industrial engineering functional areas. Prerequisite: IE 350.

IE 450. Professional Experience 3 credits

Students are exposed to the working environment of an industrial engineer in a business, industry, government, military, hospital, education, or similar functional activity that uses problem-solving and/or design methods. Exposure may be obtained through suitable work experience. If students do not have such experience, they must register for this course and will be given an assignment to complete with industrial engineering faculty advisory assistance, involving a significant industrial engineering project with local industry or an on-campus project. Prerequisite: Completion of at least one IE course.

WI-IE 490. Industrial Engineering Senior Design Seminar 3 credits

A significant project involving design or re-design of an operational product, process or procedure in either an industrial or a service setting. As a minimum, students will consider objectives and criteria, resources, interface with other functional areas, constraints, alternatives and operational specifications. The student will prepare a written report. Corequisites: IE 415; senior status.

IE 201, 301, 401. Industrial Engineering Seminar 0 credit

Three seminars are required for all industrial engineering students at approximately first semester of the sophomore, junior and senior levels of the industrial engineering curriculum. Each seminar offering will be unique and will feature guests who are experienced in or are associated with

engineering activities. Subjects may include typical industrial engineering on-the-job-activities, the engineering challenge, professional ethics, professional societies, professional engineering registration, career opportunities, computer and automation impact. Prerequisite: Industrial engineering student.

Information Literacy

Course Description

IL 101. Information Literacy 1 credit

This course provides an introduction to techniques of information retrieval and information evaluation. Students completing this course will have the skills needed to conduct undergraduate level research using print and online resources. Pass/No Pass course.

International Business

See Business

Irish Studies

Requirements for an Interdisciplinary Minor in Irish Studies:

A minimum of 15 semester credits. Six credits must include these two Core Courses: HIST 342 and ENGL 243. At least six credits must come from these Affiliate Courses: HIST 343, 368; THEO 245 (HIST 245), 313; THTR 386; MUS 114; PED 218. At least three credits must come from these British Courses: HIST 318, 340, 341; ENGL 201, 202, 303, 304, 307, 309; THTR 385.

Entry procedure for Irish Studies Minor: A course of study should be worked out with an advisor, and then submitted by the student to the Irish Studies program director for approval.

Languages and International Studies

The Department of Languages and International Studies offers a combination language major, with the first language option of Spanish.

Students can also fulfill requirements for a Spanish major on campus, or they can complete a major in French, German or Spanish by studying abroad. A non-teaching minor is available in French, German and Spanish on campus and abroad. Education courses required for a teaching major or minor are found in the Education Department section. Details on programs both at home and abroad are available from the department chair. All language majors and minors must take at least six hours of language on the SAU campus.

Those studying foreign language are encouraged to study abroad. For those who cannot do so, the requirements for a combination language major are 12 semester credits at the 300-level in the same first language, and six semester credits at the 300-level in the same second language.

First language option on campus: Spanish.

Second language options: French, German and Spanish.

Students who seek to earn foreign language credits from an overseas program not sponsored by St. Ambrose need to receive departmental approval prior to going abroad.

The department encourages students who have language experience, either through high school credit or because they are native speakers of languages other than English, to take CLEP exams. The department accepts up to 14 semester hours of credit, depending on the scores obtained on the exams. CLEP exams cannot be taken after students have received credit in a college language course. Therefore, students are encouraged to take CLEP exams prior to

enrolling in college in order to receive credit, and in order to be placed at the appropriate level of language study. In order to ensure enrolling at the appropriate level, students wishing to continue their language study beyond the 101 level must take either the CLEP exam or a placement exam. Information on the latter is available at the Student Success Center.

Students planning to teach must show credit earned in lower level courses either through CLEP credit, by taking the courses in high school or college, or by demonstrating proficiency.

Many courses are offered on a cycled basis. Please consult with the department chair in order to avoid delays in beginning a language sequence.

General Education Foreign Language Requirement

Students may meet the general education language requirement by meeting any one of the following criteria:

1. Pass three years of the same language in high school.
2. Achieve a score on CLEP that is the equivalent of 14 semester hours at SAU.
3. Achieve a sufficient score on a placement exam approved by the SAU Department of Languages and International Studies.
4. Pass college language courses through the equivalent of 201 (second year, first semester) at SAU.
5. Pass intermediate-level language courses taken in study abroad programs affiliated with St. Ambrose.

Students with two years of the same language in high school have completed two-thirds of the St. Ambrose requirement and should enroll in the appropriate 201 class. Students with one year of high school language should enroll in the appropriate 102 class.

Students who have studied less than three years of high school language in a language not offered at St. Ambrose may complete this

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

requirement by taking course work in any language offered at St. Ambrose. Their total foreign language course work must total to an equivalent of three semesters of college-level language study.

An international student for whom English is not the first language is exempt from the Foreign Language competency requirement.

International Studies

Requirements for an International Studies Minor

Core courses: 15 credit hours including: a foreign language through level 302; HIST 102 or 338; IS 310; PSCI 309 or 313 or 316. **Electives:** Choose two of the following: PSCI 309, 313, 316; BUS 321, 322; ECON 331; HIST 102, 220, 225, 230, 235, 316, 337, 338; ART 351, 352, 353; PHIL 365; IS 101, 103, 201, 204, 210; THEO 250; SOC 228; GEOG 205, 370; MUS 115 (2 cr); WMST 201; ENGL 221.

Course Descriptions

Note: The following courses require no knowledge of a foreign language.

+IS 101. Cultures of the World 3 credits

Introduction to culture in general and specifically to the study of the cultures of countries where French, German, Russian and Spanish are spoken. Content varies. All material is in English.

+IS 103. International Experience 4 credits

Foreign experience. Introduction to culture in general and specifically to the study of the cultures of the country or countries visited as they contrast with U.S. culture.

+IS 201. Selected Works of French Literature in Translation 3 credits

Study of selected French novelists including familiar authors such as Balzac, Hugo, Zola and Flaubert and others. Content varies. All material is in English.

+IS 204. Selected Works of Hispanic Literature in Translation 3 credits

Selected works in translation from Spain and

Latin America, as well as from the U.S., some originally written in English. Content varies. All material is in English.

+IS 210. Selected Topics in Culture and Civilization 3 credits

Acquaints students with major developments in the history, culture and civilization of specific countries or regions of the world. Content varies. All material is in English.

IS 310. Capstone Experience 3 credits

Team-taught, interdisciplinary course bringing together all previous course work done in pursuit of an international studies minor.

French

Requirements for a Teaching or Non-Teaching

Major: 18 semester credits of French at the 300-level, including at least six credits of French literature, fulfilled only by studying abroad. At least six credits must be taken on the SAU campus. Teaching majors need to complete EDUC 344, and a program of study approved by both the Language and Education Department chairs.

Requirements for a Teaching or Non-Teaching

Minor: 12 semester credits of French in courses at the 300-level. Students who minor in French must take at least six hours on campus.

Course Descriptions

+FREN 101. First Semester French 4 credits

Acquaints the student with French through experiences in the five language skills of understanding, speaking, reading, writing and culture.

+FREN 102. Second Semester French 4 credits

Continuation of FREN 101. Prerequisite: French 101 or equivalent score on placement exam.

+FREN 201. Third Semester French 3 credits

Review and greater mastery of written and spoken French. Readings of French texts. Prerequisites: FREN 101, 102 or equivalent score on placement exam.

+FREN 202. Fourth Semester French 3 credits
Continuation of FREN 201. Prerequisites:
FREN 101, 102 and 201 or equivalent score on
placement exam.

**+FREN 301. French Composition and
Conversation I** 3 credits
Advanced study of grammar, stylistics, and
vocabulary. Development of both written and
oral skills. Emphasis on acquisition of composi-
tion skills. Readings on contemporary French
culture. Prerequisites: FREN 101, 102, 201,
202; four years of high school French or equiva-
lent score on placement exam.

**+FREN 302. French Composition and
Conversation II** 3 credits
Continuation of FREN 301 with greater empha-
sis on conversational skills and use of some collo-
quial French. Readings of French texts, televi-
sion and radio. Prerequisites: FREN 101, 102,
201, 202; four years of high school French or
equivalent score on placement exam.
Recommended: FREN 301.

FREN 310. Special Topics in French 3–9 credits
Includes the study of topics, sometimes a liter-
ary genre or period, which are dealt with in
more detail than is possible in a survey of litera-
ture course, or work in syntax or vocabulary
building as a means of expression, or problemat-
ic points in grammar. Topics to be announced.
May be repeated if topics are different.
Prerequisites: FREN 301, 302.

**FREN 311. Introduction to
Business French** 3 credits
Introduction to the language and climate of the
French business world, including vocabulary,
formalities, procedures and policies.
Prerequisite: FREN 302 suggested.

FREN 320. Independent French 1–6 credits
Department approval. Repeatable. Prerequisites:

FREN 301, 302; five years of high school
French or equivalent on placement exam.

German

**Requirements for a Teaching or Non-Teaching
Major:** 18 semester credits of German at the
300-level, including at least six credits of
German literature, fulfilled only by studying
abroad. At least six credits must be taken on the
SAU campus. Teaching majors need to com-
plete EDUC 344, and a program of study
approved by both the Language and Education
Department chairs.

**Requirements for a Teaching or Non-Teaching
Minor:** 12 semester credits of German in courses
at the 300-level. Students who minor in German
must take at least six hours on campus.

Course Descriptions

+GERM 101. First Semester German 4 credits
Acquaints the student with German through
experience in the five language skills of under-
standing, speaking, reading, writing and culture.

+GERM 102. Second Semester German 4 credits
Continuation of GERM 101. Prerequisite:
GERM 101 or equivalent score on placement
exam.

+GERM 201. Third Semester German 3 credits
Review and greater mastery of written and spo-
ken German. Readings of German texts.
Grammar review. Prerequisites: GERM 101,
102 or equivalent score on placement exam.

+GERM 202. Fourth Semester German 3 credits
Continuation of GERM 201. Prerequisites:
GERM 101, 102 and 201 or equivalent score on
placement exam.

**+GERM 301. German Composition and
Conversation I** 3 credits
Advanced study of grammar, style and syntax.
Development of both written and oral skills.

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

Emphasis on acquiring composition skills.
Readings from collections of short stories.
Prerequisites: GERM 101, 102, 201, 202 or four years high school German or the equivalent score on placement exam.

+GERM 302. German Composition and Conversation II **3 credits**

Continuation of GERM 301 with greater emphasis on conversational skills and use of colloquial German. Readings from German texts, television and radio. Prerequisite: GERM 301 suggested.

GERM 310. Special Topics in German **3–9 credits**

Topics, sometimes a literary genre or period, which are dealt with in more detail than is possible in a survey of literature course, or work in syntax or vocabulary building as a means of expression, or problematic points in grammar. Topics to be announced. May be repeated if topics are different. Prerequisites: GERM 301, 302 or equivalent on placement exam.

GERM 311. Introduction to Business German **3 credits**

Introduction to the language and climate of the German business world, including vocabulary, formalities, procedures and policies. Prerequisite: GERM 302 suggested.

GERM 320. Independent German **1–6 credits**

Department approval. Repeatable. Prerequisites: GERM 301, 302 or equivalent.

Greek

Course Descriptions

+GREE 101, 102. Introduction to Greek **3 credits**
Basic elements of grammar and syntax, culminating in graded passages for translation.

GREE 402. Directed Readings in Scriptural Greek **3 credits**

Study of Koine dialect as distinct from Attic Greek illustrated through passages from New

Testament.

International Accounting and Modern Languages Major

See Accounting section for major requirements.

Latin

Course Description

+LAT 101, 102. Introduction to Latin **3 credits**

Designed to develop accuracy in translation. Emphasis on grammatical structure, syntax and graded reading of prose selections.

Spanish

Requirements for a Teaching or Non-Teaching Major: 18 semester credits of Spanish at the 300-level, including at least six semester credits of Spanish or Latin American literature. Spanish majors who participate in a study abroad program or transfer to St. Ambrose need to take at least six Spanish credits on campus.

Requirements for a Spanish Major for students who do not study abroad for a full academic year: 18 semester credits of Spanish at the 300-level including nine semester credits of Spanish or Latin American literature of which at least six semester credits are taught in Spanish, and three semester credits in either Spanish Civilization or Latin American Civilization and HIST 230. Teaching majors need to complete EDUC 344, and a program of study approved by both the Language and Education Department chairs.

If study abroad is in a Latin American country (rather than Spain), a Latin American civilization course, or a course in the history and/or culture of the country in which the student studies, may be taken in lieu of Spanish civilization.

Requirements for a Teaching or Non-Teaching Minor: 12 semester credits of Spanish courses at the 300-level.

Course Descriptions

+SPAN 101. First Semester Spanish 4 credits

Acquaints the student with Spanish through experience in the five language skills of understanding, speaking, reading, writing and culture.

+SPAN 102. Second Semester Spanish 4 credits

Continuation of SPAN 101. Prerequisite: SPAN 101 or equivalent on placement exam.

+SPAN 201. Third Semester Spanish 3 credits

Review and greater mastery of written and spoken Spanish. Readings of Spanish texts. Prerequisites: SPAN 101, 102 or equivalent on placement exam.

+SPAN 202. Fourth Semester Spanish 3 credits

Continuation of SPAN 201. Prerequisites: SPAN 101, 102 and 201 or equivalent score on placement exam.

+SPAN 301. Spanish Composition and Conversation I 3 credits

Development of written and oral skills through writing compositions and discussing reading materials in Spanish. Advanced study of grammar, stylistics and vocabulary. Prerequisite: SPAN 202 or equivalent on placement exam.

+SPAN 302. Spanish Composition and Conversation II 3 credits

Continuation of SPAN 301 with emphasis on written and conversational skills and a general introduction to Spanish and Latin American civilization. Prerequisite: SPAN 301 or equivalent.

+SPAN 303. Introduction to Hispanic Literature 3 credits

An introduction to Hispanic literature including the narrative, poetry, drama and the essay. Works of Spanish, as well as Latin American authors, including both contemporary, and older works will be read and analyzed. Focus will be on learning to interpret literary works rather than

just comprehending the meaning of the text. Prerequisite: SPAN 301.

+WI-SPAN 304. The Hispanic Short Story 3 credits

A survey of the short story from its beginnings, to the present day. Stories will be selected both from Spain and Latin America.

+SPAN 305. Selected Readings from Latin American Literature I 3 credits

Readings selected from Latin American texts written from 1492 to 1880. Discussion of works and their importance in Hispanic literature and culture. Prerequisite: SPAN 202 or equivalent.

+SPAN 306. Selected Readings from Latin American Literature II 3 credits

Readings selected from Latin American texts written from 1880 to the present. Discussion of works and their importance in Hispanic literature and culture. Prerequisite: SPAN 202.

WI-SPAN 307. Spanish Civilization 3 credits

Spanish cultural heritage from the beginnings to the present day with special regard to its significance for literature.

WI-SPAN 309. Latin-American Civilization 3 credits

Introduction to culture and civilization of Latin America including political, literary, economic, social and artistic life in Latin America. Prerequisite: SPAN 202 or equivalent.

SPAN 310. Special Topics 3-9 credits

Literary genre or period, either of Peninsular or of Latin American literature, or both, which is dealt with in more detail than is possible in a survey of literature course. Work may also be done in syntax or stylistics as a means of expression, or problematic points in grammar. Prerequisites: Spanish major with junior or senior standing or instructor permission.

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

SPAN 311. Introduction to Business**Spanish** **3 credits**

Review of basic Spanish grammar, while studying dialogs and reading materials on a range of business-related topics. Students will carry on conversations, write memos, letters, and reports as they relate to finance, accounting, banking, business travel, shipping, tariffs, job applications, etc. Students will discuss cultural differences in doing business in Spanish speaking countries as opposed to doing business in English in the US.

SPAN 312. Spanish for Health**Professionals** **3 credits**

Review of basic Spanish grammar, while studying dialogs and reading materials on a wide range of health related topics. Cultural differences in health care and practice will also be discussed.

SPAN 320. Independent Spanish **1–9 credits**

Department approval. Repeatable. Prerequisites: SPAN 301, 302; five years of high school Spanish or equivalent.

Latin

See Languages and International Studies

Learning Skills

Course Descriptions**LS 090. Pre-College Reading and Study Skills** **3 credits**

Reading and study skills class required of students with certain ACT reading scores. It emphasizes listening skills, vocabulary skills, textbook reading skills, effective memory techniques, and how to be a better overall reader. Students in this course take LS 100 in the spring semester at the recommendation of the instructor. A competency level of *C* is required before a student may enroll in a higher level course. LS 090 does not count toward the 120-hour requirement.

LS 100. College Reading and Study**Skills** **3 credits**

Develops effective college-level reading skills including vocabulary-enrichment, increased comprehension, concentration, and recall. Introduces and facilitates study skills which characterize successful academic behavior, including listening, note-taking, test-taking, studying, and time management. Offers analytical reasoning and problem-solving as aspects of learning and use of writing as a mode of understanding text. Elective credit only. Competency level of *C* required before student may enroll in higher level course.

LS 201, 202, 203. Advanced College**Reading** **1 credit per course**

Three one-credit courses, each meeting for five weeks: Vocabulary; Rate and Comprehension; Critical Reading. Includes intensive work in advanced vocabulary, introduces strategies for increasing reading rate and flexibility, and enables the student to improve ability to analyze and criticize texts. Students may enroll in one, two, or all three segments.

LS 399. Supplemental Instructor **1–2 credits**

Student will serve as a supplemental instruction leader for a designated course. Enrollment only permitted by the SI supervisor.

Management

See Business

Managerial Studies

See Business

Marketing

See Business

Mathematics

Requirements for a Bachelor of Science with a Major in Mathematics (35 credits): including MATH 191, 192, 290, 300, 370, 380; five courses from: MATH 291, 301, 320, 350, 360, 371, 381, 390, 391, 400; six semester credits in computer science, including a programming language.

Requirements for a Minor in Mathematics: 21 credits in math at MATH 191 level or above.

Mathematics Education

***Requirements for a Bachelor of Science with a Major in Mathematics Education:** 29 semester credits in mathematics including MATH 191, 192, 290, 300, 340, 350, 360, two mathematics elective beyond Calculus II, and six semester credits in computer science, including a programming language.

Requirements for a Secondary Teacher's Certificate with a Minor in Mathematics: 26 semester credits in mathematical sciences including MATH 191, 192, 290, 300, 340, 350, 360, and three semester credits in mathematics electives; three semester credits in a computer science programming language. Education courses required for a teaching major are listed in the Education Department section.

Course Descriptions

MATH 090. Fundamentals of Mathematics 3 credits

Designed to isolate, diagnose and overcome weaker areas of a student's mathematics background. Offers short review of arithmetic and extended study of elementary algebra. Computer assisted. Students should enroll only if indicated by placement test results. MATH 090 does not count toward the 120-hour requirement. Competency level of "C" or better is required to enroll in higher level courses.

MATH 121. Intermediate Algebra 3 credits

Algebraic operations, linear equations and inequalities, problem solving, polynomial expressions, factoring rational expressions and equations, radical expressions and equations, quadratic equations. Competency level of "C" or better is required to enroll in higher level courses. Prerequisite: MATH 090 or appropriate placement test score.

+MATH 131. Math for the Liberal Arts 3 credits

A survey of topics in applied mathematics stressing the connections between contemporary mathematics and modern society. Topics include management science, statistics and probability, geometry, and social choice. The course meets general education requirements in mathematics. It may not be used to meet prerequisites for MATH 151. Prerequisite: MATH 121 with "C" or better or equivalent score on placement test.

+MATH 151. College Algebra 3 credits

Functions, relations, coordinate systems, properties and graphs of elementary functions including polynomials, logarithmic and exponential functions. Elementary manipulations of matrices and determinants. Systems of linear equations and their solution methods. Linear programming models and solutions. Sequence and series of real numbers. Prerequisite: Three years college high school mathematics and appropriate placement test score or grade of C or better in MATH 121.

MATH 152. Trigonometry 2 credits

Elementary trigonometric functions and their graphs. Trigonometric identities. Inverse trigonometric functions and their graphs. Applications of trigonometric functions in calculus. Prerequisite: MATH 151 or 171 or concurrent registration.

+MATH 171. Elementary Functions 3 credits

Introductory course for students planning to take MATH 191. Definition of function and operations on functions in a variety of settings and applications. Concentrates on increasing student proficiency with all three methods of describing

+ = Applicable toward general education degree requirements

WI = Writing intensive course

functions: rules, graph and tables. Prerequisite: Three years college preparatory high school mathematics and appropriate placement test score or grade of C or better in MATH 121.

+MATH 191. Calculus and Analytic Geometry I 4 credits

Functions of single variables; limits, continuity, differentiability, and integrability. Applications of limit, derivatives, differentials and integrals to solutions of physical and social problems. Computer assisted. Prerequisite: MATH 151 or 171; and 152, or appropriate placement test score. MATH 152 may be taken concurrently.

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. Computer assisted.. Prerequisite: MATH 191.

+MATH 210. Theory of Arithmetic 3 credits

Limited to candidates for elementary teaching licensure or certificate. Topics include problem solving strategies, elementary number theory and number systems, probability and statistics, informal geometry and measurement. Prerequisite: MATH 121 or appropriate placement score and 1.5 units of high school algebra.

MATH 280. Engineering Mathematics I 4 credits

Development and application of linear algebra and ordinary differential equation topics. These topics are selected with primary concern for engineering applications. Included topics are matrices, systems of linear equations, vectors, first and second order differential equations. Not open to mathematics or mathematics education majors. Prerequisite: MATH 192.

MATH 290. Linear Algebra 3 credits

Matrices and systems of linear equations. Determinants. Lines and planes in three-space. Vector spaces and linear transformations. Characteristic equations and eigen values.

Prerequisite: MATH 192.

MATH 291. Calculus and Analytic Geometry III 4 credits

Infinite series, limits and continuity of functions of several variables, partial derivatives, directional derivatives, multiple integration, sequences and series, vectors and vector differential equations. Computer assisted. Prerequisite: MATH 192.

WI-MATH 300. Probability and Statistics I 3 credits

Descriptive statistics, probability concepts, random variables, discrete and continuous distributions, and sampling distributions. Sampling considerations. Point and interval estimation of distribution parameters and single sample tests of hypotheses. Prerequisite: MATH 192 or permission of instructor.

MATH 301. Probability and Statistics II 3 credits

Linear, curvilinear and multiple regressions. Two sample inferences. Analysis of variance for factorial, blocked, and Latin-squares experimental designs. Nonparametric tests of hypotheses. Testing for independence, randomness and goodness-of-fit. Prerequisite: MATH 300.

MATH 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. Computer assisted. Prerequisite: MATH 290.

MATH 340. Secondary Math Methods 3 credits

Limited to secondary teaching certificate candidates. Current issues, approaches, and materials in school mathematics teaching, including philosophy and objectives, curricula problems, review and evaluation of current literature. Students are required to complete a field component of 25 class contact hours. A minimum of two field components (80 hours) is required after field

experience and before student teaching.

Prerequisites: MATH 192; EDUC 205, 284, 309.

MATH 350. History of Mathematics 3 credits

An historical survey of mathematics and mathematicians; selected topics in important developments and contributions in mathematics.

Prerequisite: MATH 192.

MATH 360. Modern Geometry 3 credits

Euclidean and non-Euclidean systems.

Axiomatic approach. Prerequisite: MATH 192.

MATH 370. Real Analysis I 3 credits

Basic elements of real analysis for students of mathematics. Topics include limits of functions, continuity, and metric space. Prerequisite: MATH 192.

MATH 371. Real Analysis II 3 credits

Continuation of MATH 370. Topics include sequences and series of function, differentiation, and integration. Prerequisite: MATH 370.

MATH 380. Abstract Algebra I 3 credits

Basic elements of abstract algebra for math students. Topics include definitions and examples of groups, homomorphisms, direct products, and finite Abelian groups. Prerequisite: MATH 192.

MATH 381. Abstract Algebra II 3 credits

Continuation of MATH 380. Topics include definitions and examples of rings, quotient rings, fields, and field extensions. Prerequisite: MATH 380.

MATH 390. Operations Research I 3 credits

Emphasis on graphical, algebraic, and computer solutions of deterministic models: linear, integer, and dynamic programming. Duality of linear programming models and sensitivity analysis. Extension of concepts to transportation and network models. Prerequisites: MATH 280 or 290.

MATH 391. Operations Research II 3 credits

Emphasis on algebraic and computer solutions of probabilistic models: decision theory, games, scheduling, inventory, queuing, Markov chains and forecasting. Prerequisites: MATH 280 or 290 and 300.

MATH 400. Topics in Mathematics 3 credits

Selected topics in pure or applied mathematics. Prerequisites: Departmental approval.

MATH 490. Independent Study in Mathematics 3 credits

Reading, writing, or research in mathematics. Prerequisite: Departmental approval.

MATH 499. Internship in Mathematics 3 credits

The merging of course work with practical training in mathematics. Emphasis will be on how the practical experience is directly related to the course work the student has taken. Pass/No Pass only. Prerequisite: Prior departmental approval.

MATH 601. Topics in Mathematics Education 3 credits

Selected topics in math education for graduate students in education and math education, and for professionals in particular topics. Prerequisite: Graduate status or instructor permission.

Music

Requirements for Bachelor of Arts Degree with a Major in Music: MUS 099, 201, 202, 207, 208, 301, 302, 307, 308, 319, 325, 326, 327, 401, 407; eight semester credits of applied major, eight semester credits of major ensemble (band or choir) with participation each semester of enrollment; two semester credits of MUS 236; two semester credits of MUS 235, 237, 238, 239, 240, or 242; 14 semester hours of foreign language; a piano proficiency exam administered by the department, and a recital in the applied major during the senior year.

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

Requirements for Bachelor of Music Education

Degree: General and Vocal, K-12: MUS 099, 201, 202, 207, 208, 237, 240, 301, 302, 307, 308, 319, 320, 322, 324, 325, 326, 327, 401, 407.

Instrumental: MUS 099, 201, 202, 207, 208, 235, 238, 239 (recommended), 319, 321, 323, 324, 325, 326, 327, 401, 407. Eight credits of applied major; seven credits of major ensemble (band or choir) with participation each semester of enrollment; two credits of MUS 236; MUS 308 with a grade of *C* or better, or successful completion a sight singing/ear training exam; a piano proficiency exam administered by the department, and a public recital in the applied major during the senior year. For education courses required for a teaching license see the Education Department section.

Requirements for a Minor in Music: Eight credits of music theory; six credits of MUS 325, 326, 327; four semesters of lessons in an instrument or voice; participation in chorus or band every semester to total at least four semester credits.

Course Descriptions**GENERAL COURSES****MUS 099. Concert Attendance** 0 credit

Attendance at six approved on-campus recitals or concerts in the semester, in addition to those in which the student is a performer. Required each semester of all music and music education majors. Pass/Fail grade option.

+MUS 101. Basic Musicianship 2 credits

Notation of pitch and rhythm on the staff, geography of the piano keyboard and basic theoretical materials such as scales, intervals, keys and triads. Written work reinforced and enhanced through keyboard and ear training exercises.

+MUS 102. Guitar Class 1 credit

Beginning instruction in guitar. No previous knowledge of guitar or music needed.

+MUS 103. Applied Music (Voice or Instrument)* 1–2 credits**+MUS 303. Advanced Applied Music (Voice or Instrument)*** 1–2 credits

Private lessons in selected instrument or voice. Can be repeated up to eight credits (16 for music majors). One 30-minute lesson per week for each semester hour of credit. Students studying their instrument/voice for 2 credits are expected to practice twice as much. They are expected to cover more repertoire, make greater progress in technique, and to perform at a higher level than those registered for 1 credit. For fees, see Expenses section. Permission of instructor required for 2 credit option and for the first registration in 303. Private instruction offered in:

- | | | |
|----------------|----------------|---------------|
| a. Voice | h. Clarinet | o. Tuba |
| b. Piano | i. Flute | p. Percussion |
| c. Organ | j. Oboe | q. Guitar |
| d. Violin | k. Bassoon | r. Saxophone |
| e. Viola | l. French Horn | s. Euphonium |
| f. Cello | m. Trumpet | |
| g. String Bass | n. Trombone | |

+MUS 104. Piano Class 1 credit

Beginning instruction in piano. No previous knowledge of piano or music needed.

+MUS 110. Music Orientation 2–3 credits

Designed to acquaint students with a listening appreciation of music, musical form, and musical history. For non-majors. Three-credit option ACCEL format only.

+MUS 114. Irish Music in the World 2 credits

A listening course focusing on the music of Ireland and its social, cultural, artistic and political significance. The migration and influence of Irish music to other parts of the world, particularly North America, is stressed.

+MUS 115. Music in Culture 2 credits

A listening course exploring the role of music in several world cultures. Recommended for non-majors.

+MUS 120. Jazz Appreciation **2 credits**
 Presentation and analysis of American jazz, including listener's understanding of various styles from blues to modern rock.

MUS 317. Introduction to Musical Theatre **3 credits**
 Cross-disciplinary course providing musical and theatre background for music and theatre majors and minors. Explores areas common to both disciplines and enables students to share strengths. Helps students develop basic and more advanced skills in the musical theatre and gives a broad knowledge of the medium. Same as THTR 317.

MUS 450. Independent Study in Music **1–3 credits**
 Students must have successfully completed MUS 302 (with C or better) and have junior or senior standing as a music major. Signature of instructor required.

ENSEMBLES

+MUS 111. Choir* **1 credit**
 A select 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 117. Band* **1 credit**
 A performing group, concentrating on concert band literature. Enrollment by consent of director. Maximum of eight credits may be used toward a degree.

+MUS 118. Jazz Band **1 credit**
 Ensemble with traditional "big band" instrumentation studying and performing music in various jazz styles. Enrollment by audition.

+MUS 121–127. Ensemble* **1 credit**
 Ensemble work in the following groups:
 121. Vocal Ensemble
 122. String Ensemble
 123. Woodwind Ensemble
 124. Brass Ensemble
 125. Piano Ensemble
 126. Mixed Ensemble
 127. Percussion Ensemble
 Enrollment by consent of the appropriate faculty member. Offered on as-needed basis. Maximum of four credits may be used toward a degree.

MUS 311. Chamber Singers **1 credit**
 A mixed-voice chamber choir of eight to 16 singers which studies and performs significant literature for the chamber choir. Enrollment by audition. Maximum of four credits may be used toward completion of a degree.

+MUS 313. STAMVOJA **1 credit**
 Vocal jazz performing ensemble. Membership by audition.

MUSIC THEORY

MUS 201, 202. Harmony **2 credits**
 Triads, chord positions, figured bass, harmonization of melodies, cadences, dominant seventh chord and diatonic modulation. Three meetings per week.

MUS 207, 208. Sight-Singing and Ear Training **2 credits**
 Singing, writing and auditory recognition of intervals, triads, melodies and rhythms. Three meetings per week. Prerequisite: Practical knowledge of musical notation. Corequisite: MUS 201, 202.

MUS 301, 302. Advanced Harmony **2 credits**
 Seventh chords, dominant ninth, 11th and 13th chords, sequences, non-chord tones, chromatically altered chords and chromatic modulation. Prerequisite: Completion of MUS 201, 202 with "C" or better.

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

MUS 307, 308. Advanced Sight-Singing and Ear Training 2 credits

Continuation of MUS 207, 208. More complex melodies and rhythms, harmonic progressions and aural perception of musical structures.

Prerequisite: Completion of MUS 207, 208 with "C" or better.

MUS 401. Counterpoint 2 credits

Two-, three- and four-part counterpoint in five species. Invertible counterpoint at more commonly used intervals, imitation, and canon.

Prerequisite: MUS 302.

MUS 407. Form and Analysis 3 credits

Structural analysis of forms: binary, ternary, rondo, suite, variation, sonata, sonata-rondo, passacaglia, invention, chorale prelude and fugue. Harmonic, thematic and rhythmic analysis. Prerequisite: MUS 302.

MUSIC HISTORY AND LITERATURE**+MUS 310. Music in Liturgy** 3 credits

The history and development of Christian worship with special emphasis on musical traditions. The theological, pastoral, and practical aspects of planning contemporary Catholic and Protestant worship services. Practical experience in liturgical planning. Prerequisite: Instructor permission. (Same as THEO 310)

WI-MUS 325. Music History and Literature: Antiquity to 1750 3 credits

Detailed study of the history of music and music literature of the period. Prerequisite: MUS 202

MUS 326. Music History and Literature: 1750 to 1910 3 credits

Detailed study of history of music and music literature from 1750-1910. Prerequisite: MUS 202.

WI-MUS 327. Music History and Literature III 3 credits

Detailed study of art music since 1910, popular music styles (especially in U.S.) and ethnomusicology. Prerequisite: MUS 202.

MUSIC EDUCATION**MUS 235. Technique for Brass and Percussion Instruments** 1 credit

Basic skills for playing brass and percussion instruments. Relates to elementary and high school classroom situation. Meets twice weekly. Music majors only.

MUS 236. Technique for Piano 1 credit

Basic keyboard skills for classroom and personal use, including scales, chords, harmonization, sight reading, and transposition. Required for first-year music majors. May be repeated for credit. Music majors and minors only.

MUS 237. Technique for Voice 1 credit

Theoretical and practical aspects, such as voice classification, technical training methods, breathing, the adolescent changing voice, style, and interpretation. Music majors only.

MUS 238. Technique for Woodwind Instruments 1 credit

Basic skills for playing woodwind instruments. Planning a course of study. Simulates classroom situations and methods. Music majors only.

MUS 239. Technique for String Instruments 1 credit

Basic skills for playing string instruments. Planning a course of study. Simulates classroom situations and methods. Music majors only.

MUS 240. Technique for Guitar 1 credit

Fundamentals for music education majors and elementary classroom teachers. Develops such skills as chording, harmonizing, transposing and reading of melodic lines. Music majors only.

MUS 242. Piano Pedagogy and Literature 1 credit

Overview of methods and materials for teaching piano at all levels. Listening lectures pertaining to piano literature from 1700 to the present.

MUS 244. Music for the Elementary Classroom Teacher 3 credits

Designed for elementary classroom teachers to

provide materials and skills for teaching music in the classroom. Emphasis on basic theory, fundamental piano, guitar and singing.

MUS 319. Conducting **3 credits**
Essentials of conducting, with technique and mechanics of the baton. Literature pertaining to art of conducting. Rehearsal procedure and conducting practice. Prerequisites: MUS 301, 302.

MUS 320. Conducting II: Choral **3 credits**
Refining the techniques of rehearsing and conducting choral music. Prerequisite: MUS 319.

MUS 321. Conducting II: Instrumental **3 credit**
Refining the techniques of rehearsing and conducting instrumental music. Prerequisite: MUS 319.

MUS 322. Vocal Materials and Methods for Music Education **3 credits**
Study of materials, media, and methods used in teaching general and vocal music in grades K-12. Prerequisite: MUS 202.

MUS 323. Instrumental Materials and Methods for Music Education **3 credits**
Study of materials, media, and methods used in teaching instrumental music in the schools. Prerequisite: MUS 202.

MUS 324. Music Technology and Practicum **3 credits**
Educational use of various technologies including computers; MIDI and electronic keyboards; amplification, recording and playback of sound. Individualized projects with technological components. Includes 50 clock hours of junior-level field experience.

Natural Science

Course Descriptions

+NSCI 105. Introduction to Physical Science **4 credits**
Selected concepts underlying present understanding of the physical universe. Topics include motion and Newton's Laws, energy, electricity and electromagnetism; chemical structure and reactions; and elements of astronomy and geology. Some lecture demonstration and laboratory experience. Prerequisite: MATH 121 or equivalent.

+NSCI 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. Two lectures and one lab per week. Prerequisite: MATH 110 or 121.

+NSCI 202. Earth Science **3 credits**
Evolution of earth's land forms. Atmospheres, surface features and interior of the earth. Rocks and minerals. Plate tectonics theory. Two lectures and one laboratory period per week. Prerequisite: Math 110 or 121.

+NSCI 205. Physical Geography **3 credits**
Natural environment with emphasis on spatial interaction of elements; resources and their uses. (Same as GEOG 201)

New Student Seminar

Course Description

NSS 101. New Student Seminar **1 credit**
An extended orientation course. Students learn effective time management, reading, note-taking and test-taking skills, as well as information about campus resources and academic policies. Personal adjustment to college and career goals are also explored. Pass/No Pass course.

+ = Applicable toward general education degree requirements

WI = Writing intensive course

Nursing

The Department of Nursing, as an integral part of St. Ambrose University, holds a philosophy that is consistent with the mission and beliefs of the university. The faculty assumes the responsibility to educate baccalaureate nurses within the framework of St. Ambrose University's Christian beliefs and values. The Department of Nursing is committed to program excellence, service to the community, and development of a professional nurse with an appropriate balance of caring, ethical sensitivity, and critical thinking.

The Bachelor of Science in Nursing (BSN) is a four-year program of study. Upon degree completion, the graduate is eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The licensure examination changes every three years in response to current job analysis for new nurses.

The nursing major is 53 semester credit hours. Students complete three credits of nursing during their first year of study. This early introduction to the socialization process for nurses and the early acquisition of nursing intervention skills assist the learner to solidify career choice and gain employment skills for the summer recess in a nursing environment.

At the sophomore level students complete nine credits of nursing. These courses assist with the attainment of assessment knowledge and additional nursing intervention expertise. The sophomore nursing credits are repeated in the summer session to allow transfer students to remain on a four-year plan of study if the majority of science prerequisites are completed.

The remaining 41 nursing credits are distributed between the junior and senior levels. Nursing students gain nursing skills in the university's nursing learning laboratory and at selected clinical sites during their first three years of study and practice.

During the senior year, students have the opportunity to develop and refine their nursing

practice as members of the health care team. Senior students spend about 46 percent of their time in clinical nursing experiences. Students receive an introduction to nursing informatics. Students graduate with a minor in biology.

The Nursing Department offers an option to Registered Nurse (RN) learners who desire to earn a BSN. RN students can choose between two years of full time study or four years of part time study. RNs who have completed additional general education credits will be able to complete program requirements in less time.

Degree Requirements for a Bachelor of Science in Nursing (124 credits)

Non-licensed nursing students and RN students are required to complete the general education courses as identified in this catalog.

Required Support Courses:

BIOL 101, 106, 211, 202; PED 340; PHIL 310; PSYC 105, 305; SOC 101; PHARM 320

Nursing Courses Required for Non-licensed Nursing Students in BSN Program:

NURS 150, 160, 260, 300, 310, 350, 351, 352, 353, 354, 355, 390, 400, 410, 420, 430, 450, 460, 470, and 480.

Nursing Courses Required for Licensed RN students:

NURS 150, 300, 310*, 390, 410, 420, 430, 450, 460*, 470 and 480.*RN students take NURS 310 for 3 credits and NURS 460 for 4 credits.

Admission, Transfer, Progression Requirements Admission Policies:

The Nursing Department follows the admission requirements for first year students as outlined in the university catalog.

Transfer Policies:

External Transfers

The Nursing Department follows the admission requirements for transfer students as outlined in the university catalog. RN applicants are transfer students.

Internal Transfers

Internal SAU transfer applicants to the nursing major need to follow the guidelines identified under “Statement of Major” in the university catalog. Internal transfer students who experience academic difficulty (grades lower than a “C”) prior to enrollment in nursing courses may have their approval to transfer to the nursing major rescinded, be placed on probation in the Department of Nursing, or may be administratively withdrawn from a scheduled nursing class or classes. Prior to removal from the nursing major or administrative withdrawal from nursing classes, the student will have an opportunity to meet with a nursing faculty committee to discuss proposed action.

Nursing Courses with a Clinical Component

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

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

Program Progression

Basic Student (Unlicensed)

The nursing faculty will review student progress in the semester the student is enrolled in NURS 260 Nursing Interventions II and NURS 310 Pathophysiology. The decision to grant progression will be based on the following: a recommended cumulative GPA of 3.0 on a 4.0 scale; a student portfolio that contains acceptable examples of written, oral, and electronic communication skills; achievement of a pass rating on the skills checklist for Nursing Interventions I; and

the presence of behaviors consistent with professional role development. Students unable to meet the criteria may petition the faculty for a waiver to progress. Students granted a waiver may be required to complete departmental stipulations identified in the waiver agreement. Failure to achieve a pass rating on the skills checklist for Nursing Interventions II will also prevent a progression to the junior year.

Registered Nurse Student (Licensed)

The Nursing faculty will review student progress. After completion of NURS 150: Introduction to Nursing, NURS 390: Foundations of Nursing Knowledge, and NURS 300: Health and Physical Assessment, faculty will make a determination on student progression. This determination will be based upon a GPA of 3.0 on a 4.0 scale; a student portfolio that contains acceptable examples of written, oral, and electronic communication skills; and the presence of behaviors consistent with professional role development. Students unable to meet the criteria may petition the faculty for a waiver to progress. Students granted a waiver may be required to complete departmental stipulations identified in the waiver agreement.

Grading

92 – 100 = A	74 – 79 = C
89 – 91 = B+	71 – 73 = C+
83 – 88 = B	65 – 70 = D
80 – 82 = C+	0 – 64 = F

Passing Grades and Repeating Courses

A grade of “C” or above must be earned in each nursing course or required support course. A student who receives a grade below “C” in a nursing course may repeat the course one time only. A student who receives two below “C” grades in nursing courses at any time during the program, in either the same course or in separate courses, will be dismissed from the nursing program.

Students who are dismissed from the nursing program may apply for readmission to the pro-

+ = Applicable toward general education degree requirements

WI = Writing intensive course

gram. Students seeking readmission may be requested to fulfill additional requirements prior to or concurrent with readmission. Readmitted students who subsequently earn another below “C” grade in any nursing course will be permanently dismissed from the program.

Health, Immunization, Screening, Post-Exposure SAU requires all undergraduate students to have on file in the Health Services Office a properly completed health form that includes a health history, a physical examination by a physician, and immunization dates. Because of clinical agency requirements and Centers for Disease Control and Prevention recommendations, the Nursing Department also requires a completed Hepatitis B immunization series; proof of immunization or documented immunity to Rubeola (measles), Rubella (German measles), and Varicella (chickenpox); and annual TB testing.

Cardiopulmonary Resuscitation (CPR) Certification Nursing students are required to possess CPR certification prior to practice in a clinical agency. It is the student’s responsibility to obtain this certification and provide proof of such to the Administrative Assistant in the Department of Nursing at the beginning of each academic year.

National Student Nurses Association (NSNA) St. Ambrose University Department of Nursing students are required to belong to the National Student Nurses Association (NSNA). NSNA is the largest independent student nursing organization in the country and is organized at the national, state and local levels. NSNA provides students with opportunities to practice self-governance; advocate for student rights and the rights of patients; and take collective, responsible action on vital social and political issues.

Health Insurance

Students must provide proof of health care insurance coverage. Students without health care insurance will need to sign a waiver releasing the University from fiscal responsibility if injured

during tenure in nursing program. Student may be ineligible to proceed in nursing program if an agency requires health insurance. The National Student Nurse Association offers affordable health care coverage.

Malpractice Insurance Coverage

Basic students will be charged a fee of approximately \$15 to cover the cost of group malpractice insurance coverage. This fee will be collected at the beginning of each academic year. Participation in group malpractice insurance coverage allows a better rate and ensures that all students are covered when in the nursing program.

RN students must provide documentation of their malpractice insurance coverage to the Administrative Assistant at the start of the nursing program and after each renewal. RNs without individual coverage may request to be covered with basic students in the group malpractice insurance policy provided they make this request at the time of registration.

Background Searches

Selected clinical agencies require a background search prior to student placement. Any fees related to such record searches are the responsibility of the student.

Fees

NURS 160, 260, 300, 352, and 354 will have a \$20 lab fee. Each of these courses will require an additional \$35 for an equipment kit. NURS 460 requires a \$35 kit for community health clinical. Other costs include: NSNA Membership—\$40, Malpractice Insurance—\$15, Diagnostic Test Fee—\$50, Criminal Background Check—\$20–\$40, Lab coats, uniform and name pin—approximately \$140.

Additional costs will be associated with required immunizations, required student participation at an Iowa Board of Nursing Meeting (\$20–\$100) and a trip to Iowa City for Progressive Nursing Student Day (\$5–\$10),

stethoscope, sphygmomanometer, dissection kits, textbooks and current CPR certification. Personal health insurance coverage must be documented for clinical experiences. Starting with the junior year use of an automobile will be necessary for transportation to regional clinical education sites.

Professional Licensure

It is the student's responsibility to apply in a timely manner to individual state licensing agencies for licensure as a registered nurse. All application and examination fees are borne by the license applicant. The licensure examination (NCLEX) is a national examination and uses a computer adaptive format. The testing sites are worldwide and the applicant requests results to be sent to the Board of Nursing jurisdiction of their choice. The nursing license may be endorsed from state to state after initial licensure. Applicants to nursing programs with a felony history may wish to consult the Board of Nursing prior to enrolling in a nursing program.

Course Descriptions

NURS 150. Introduction to Nursing 1 credit

This course provides an introduction to a number of topics baccalaureate-nursing students will use as they progress through the nursing major. Prerequisites: Department approval required for non-majors.

NURS 160. Nursing Interventions I 2 credits

This course will introduce the entry-level student to basic concepts and interventions related to the practice of nursing. Legal/ethical considerations are explored in each content area. Prerequisites: Non-nursing majors need department permission.

NURS 260. Nursing Interventions II 2 credits

Nursing Interventions II builds on and continues to develop the theory and skills related to nursing interventions. Observational experience for this

course includes: medication administration by an RN, and a perioperative experience. Prerequisites: NURS 160. Non-nursing majors need department permission.

NURS 300. Health & Physical Assessment 3 credits

This course provides a theoretical basis and assists the student to develop beginning skills in the performance of health and physical assessment. Utilizing nurses' holistic approach, the student learns data collection techniques that include physical examination, interviewing, and obtaining a health history. By the end of the course the student will be able to perform physical examination of the respiratory, cardiovascular, neurological and musculoskeletal systems. Focused head and neck and abdominal examination will be included. Additionally, the student will be able to teach breast and testicular self-examination. Allow 2 hours per week of lab time for practice. Prerequisites: NURS 160; BIOL 202 completed or concurrent; department approval required for non-majors.

NURS 310. Pathophysiology 4 credits

This course provides students with basic information about pathophysiologic mechanisms, manifestations of disease, treatment for specific diseases, and the body's response to those treatments. The general organization of each alteration includes risk factors and epidemiology, pathophysiology, clinical manifestations, and selected review of treatment. Prerequisite: BIOL 202.

NURS 350. Nursing the Beginning Family 3 credits

This course introduces the learner to the physiological and psychosocial changes that occur in women and families during the childrearing period. Concepts related to the normal antepartum, intrapartum, postpartum, and care of the newborn will be addressed. Learning to be advocates for the woman and her family during the childbearing period will be important as students explore cul-

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

tural, financial, ethical, legal, and political issues. Prerequisites: NURS 310, PSYC 305, and concurrent with NURS 352.

NURS 351. Nursing Developing Family 3 credits

This course will apply growth and development principles with family systems theory to the assessment, intervention, and evaluation of outcomes in the pediatric patient across the continuum of care. Basic to the care of the pediatric patient, fundamental differences in the physiological and psychosocial aspects of the pediatric patient will be covered based on age, developmental norms, and disease processes. Learning to be advocates for the pediatric patient and the related family unit will be essential as students explore the familial, cultural, ethical, political and legal forces that impact children's health. Prerequisites: NURS 310, PSYC 305, and concurrent with NURS 352, 350.

NURS 352. Nursing Interventions III 1 credit

This course focuses on the theoretical and psychomotor skills related to nursing interventions that complement the content contained in the beginning family and developing family courses. Allow 2 hours per week of lab time for practice. Prerequisites: NURS 310, PSYC 305, and concurrent with NURS 350, 351.

NURS 353. Nursing the Adult 4 credits

This course utilizes a body systems approach and emphasizes critical thinking to identify nursing management of the adult experiencing various diseases and disorders. The course focuses on the use of the nursing process in providing health promotion; and nursing management for acute and chronic illness in the adult population. Cultural and ethnic considerations, ethical and legal dilemmas, research and professional standards of practice are integrated throughout the course. Prerequisites: PHARM 320, NURS 260, 300, 310.

NURS 354. Nursing Interventions IV 1 credit

Nursing Interventions IV is a continuation of

concepts and interventions related to the practice of nursing and focuses on more complex technical and communication skills. Allow 2 hours per week of lab time for practice. Prerequisites: NURS 300, 310, 352; PHARM 320; concurrent with NURS 353.

NURS 355. Mental Health Nursing 2 credits

This course provides a theoretical and practice-based overview of psychiatric/mental health nursing. Employing a holistic foundation of nursing principles, a contextual overview is applied that includes neurobiological, socio-cultural, family ethical and legal perspectives. The student will examine the role of the nurse in varied settings throughout the community to include hospital and community based care. The student will examine the principles used in the development of a therapeutic nurse-patient relationship. The student will be expected to use Internet sources for meeting course objectives. Prerequisites: PSYC 305, NURS 300, 310, PHARM 320.

NURS 390. Foundations of Nursing Knowledge 2 credits

This course reviews and extends the study of the contributions of nurse theorists begun in NURS 150. It also provides an overview of classification systems and taxonomic structures used to communicate the phenomena of concern for the discipline of nursing. Students explore current literature and practice related to the identification, development, and validation of: (1) nursing diagnoses; (2) nursing intervention and nursing outcome classifications; and (3) nursing intervention and nursing outcome taxonomic structures. Other related topics include Nursing Diagnosis Extension Classification and Nursing Management Minimum Data Set. Prerequisite: NURS 260 or Nursing Department permission.

NURS 399. Independent Research 1-6 credits

An independent nursing project with permission of department chairperson to broaden the foundation of knowledge within the field of nursing.

Supervision is assigned to a faculty member with expertise in an area of requested study. Student with an interest in any aspect of nursing can integrate information from several fields within nursing and focus on the question to be investigated. Prerequisite: Department permission.

NURS 400. Clinical Practice I 4 credits

This course provides students with opportunities to apply the knowledge, skills, and values previously learned in nursing and general curricula to the care of adults in acute care settings. Students identify actual or potential alterations in health patterns and implement appropriate therapeutic nursing interventions that promote, maintain, and restore health of adults. Students apply critical thinking skills to plan, implement, and evaluate care and collaborate with multidisciplinary colleagues. Faculty provides 240 hours of clinical supervision in acute care and ambulatory settings. By the end of the course students are expected to provide nursing care for a group of 3 to 5 adults with actual or potential health alterations. Prerequisites: Completion of nursing course work at the first year, sophomore, and junior levels. Patient care work experience approved by Department of Nursing.

NURS 410. Community Health Nursing 3 credits

This course provides a foundational knowledge base for community-oriented nursing practice. The importance of a health promotion and disease prevention orientation is emphasized. Prerequisites: Completion of nursing course work at the first year, sophomore, and junior levels and NURS 400 at the senior level.

NURS 420. Research Utilization 2 credits

This course is designed to build on previous learning about the basic components of the research process. The course analyzes the research process and focuses on critique and utilization of nursing research. The use of critical

thinking skills enable the student to read, analyze, critique, and apply nursing research findings to clinical practice. Health services research, collaborative inquiry, and outcomes research will also be explored. Prerequisite: NURS 400.

WI-NURS 430. Nursing the Older Adult 2 credits

This course is a comprehensive overview of issues related to older adults. Throughout the course there is emphasis on nursing diagnoses and interventions that are age and culturally appropriate. Interventions at all levels of prevention are presented to emphasize the importance of wellness and health promotion, as well as detection and treatment of disease, in the care of older adults. Prerequisites: NURS 300, 355. Department of Nursing approval required for non-majors.

NURS 450. National and International Nursing Perspectives 2 credits

National and International Nursing is designed to broaden the learner's view about nurses, nursing and health issues. The course explores the role, function and impact of major national and international nursing organizations on the development of nursing. The relationship of the respective local and state nursing organizations to their parent organizations also will be explored. Selected issues that impact health at the national and international levels are identified. Students will develop a project that utilizes knowledge of political realities and cultural competence. Prerequisite: Department permission.

NURS 460. Clinical Practice II 8 credits

This course is the culminating clinical experience that provides students with opportunities to synthesize knowledge, skills, and values previously learned in nursing and general curricula in caring for individuals and families across the life span and in a variety of settings. In this final clinical experience, students give evidence of mastering the skills related to: communication; critical

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

thinking; decision-making; and management to plan, implement, and evaluate comprehensive nursing care for individuals and families. In addition, students' clinical performances reflect accountability, responsibility, and evidence of one's value system for nursing practice and life-long learning. Faculty provide 480 hours of clinical supervision. Prerequisites: NURS 400, 410, 420, 430.

NURS 470. Nursing Management **2 credits**

This course is built on the assumption that leading and managing is an integral part of professional nursing practice, either at the point of care or in a management position. The course provides an overview of concepts relevant to contemporary leadership and management practices as well as principles related to managing the healthcare organization, its resources, the people comprising the nursing team, consumer relationships, and professional and personal resources. Prerequisite: NURS 400.

NURS 480. Professional Trends and Issues **2 credits**

This course, as the final course in the baccalaureate-nursing curriculum, stimulates students to analyze and evaluate a variety of trends and issues related to concepts and topics introduced in previous courses and to study the impact of these trends and issues on contemporary nursing practice. Concepts, topics, trends, and issues related to economic, political, social, cultural and professional aspects of health care delivery as well as history and development of nursing as a profession, legal and ethical accountability, and roles in developing a career in nursing and growing professionally will be studied. Prerequisite: NURS 400.

PHARM 320. Pharmacology **3 credits**

This course introduces the learner to pharmacologic principles; drug classifications with examples of drugs within each classification; and nursing implications for drug actions, adverse effects, and selected interventions. Pharmacology and nursing

management in a traditional body systems/drug function framework will be used. For each selected drug group, the following areas will be covered: mechanism of action; drug effects; therapeutic uses; side effects and adverse effects; toxicity and management of overdose; interactions; dosages; and nursing implications. Prerequisites: BIOL 202; NURS 260, 310; or permission of the Department of Nursing.

Peace and Justice

Requirements for Interdisciplinary Minor in Peace and Justice: 18 semester credits including THEO 362, PHIL 343 or CRJU 303; PHIL 302 (Interdisciplinary Peace and Justice Seminar with student presentations and defense of research projects); and nine semester credits in courses related to peace and justice selected from at least two different departments. Prerequisite: Program coordinator's approval.

Entry Procedures for Peace and Justice Minor:

1. Ask faculty member participating in the interdisciplinary minor to act as a sponsor (may be a faculty advisor).
2. The student seeks approval of his/her program of study from the coordinator(s) and participating faculty members.

Philosophy

Requirements for a Major in Philosophy: 33 semester credits including PHIL 101, 201, 207, 217, 360, 365, 367, 405 or 420, 495; and two courses from 300- or 400-level philosophy.

Requirements for Philosophy as a Second Major: 27 semester credits including PHIL 101, 201, 207, 217, 360, 365, 367, 405 or 420, 495.

Requirements for a Minor in Philosophy: PHIL 201, 207, 217 (or 360, 365 or 367 with instructor

permission), and two courses from 300- or 400-level philosophy.

Requirements for a Minor in Applied Ethics: PHIL 207 and four of PHIL 208, 210, 302, 305, 310, 311, 325, 342, 343, 415.

Requirements for Minor in History of Philosophy: PHIL 217, 360, 365, 367 and one of PHIL 208, 210, 370, 375, 451, 490 or Oriental Philosophy.

Course Descriptions

+PHIL 101. Introduction to Philosophy 3 credits
Introduces individuals and issues representing western philosophy. Students are also introduced to topic areas covered in-depth in other course offered by the department. Can be taken concurrently with other courses in philosophy.

+PHIL 201. Logic 3 credits
Designed to strengthen a student's ability to analyze and evaluate arguments, to recognize fallacious arguments, and to work with formal systems of inductive and deductive reasoning.

+PHIL 207. Ethics 3 credits
Involves a study of the foundations of human happiness and moral reasoning. It directs attention to such contemporary moral issues as social justice, sex and love, prejudice and abortion.

+PHIL 208. Philosophies of Life 3 credits
Examines what great thinkers have said about the goals and values of human existence, and how life should be led. Utilizes both literary and philosophical sources to raise questions concerning the self, and the relation of the individual to other persons.

+PHIL 210. Social/Political Philosophy 3 credits
Philosophical analysis of social process as well as an attempt to develop the criteria for judging political institutions. Individuals such as Plato, Aristotle, Aquinas, Hobbes, Locke, Mill and

Marx may be considered.

+PHIL 217. History of Ancient Philosophy 3 credits
Introduces the history of western philosophy by examining the positions of, among others, the Pre-Socratics, Plato and Aristotle. Course is a study of philosophical thought characteristic of the period 600 B.C.E. to 400 C.E.

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

+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 peace and justice. Research project required. Recommended prerequisite: PHIL 207, 219, or THEO 280. (Same as THEO 302)

+PHIL 305. Business Ethics 3 credits
Study of ethical principles and the application of ethical principles to situations relevant to decision-making in the professional and business world. Students will be expected to reflect on question-raising situations that demand careful, informed moral deliberation.

+PHIL 310. Bio-Medical Ethics 3 credits
Detailed study of ethical principles and the application of those to situations relevant to decision-making in medicine and the life sciences. Particular emphasis on such topics as the termination of life, the allocation of scarce resources and genetic research. Prerequisite: PHIL 207 or instructor permission.

+PHIL 311. Environmental Ethics 3 credits
Discusses environmental issues, analyzes philosophical and theological responses, calls for an evaluation of those responses and challenges the students to draw their own critical conclusions. Prerequisite: PHIL 101, THEO 101 or instructor permission. (Same as THEO 311)

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

**PHIL 325. Ethical and Logical Issues
in the Mass Media****3 credits**

Study of the basic principles of formal logic with particular emphasis on fallacious reasoning and the subsequent application to the various modes of reasoning found in the mass media. Recommended prerequisite: PHIL 207.

+PHIL 342. Ethics of Sexuality**3 credits**

Detailed study of human sexuality and the ethical reasoning pertinent to it for the purpose of formulating a rational and cohesive sexual ethic.

**+PHIL 343. Ethics of Peace and
Non-Violence****3 credits**

An inquiry into the concepts of peace and justice, the methods of conflict resolution, and the various dimensions of a peaceful world. Among others, the positions of Mahatma Gandhi, Martin Luther King Jr. and Thomas Merton are examined. Recommended prerequisite: PHIL 207.

**+PHIL 360. History of Medieval
and Renaissance Philosophy****3 credits**

Examination of the philosophical thought characteristic of the period 400–1550. Among others, looks at thinkers whose positions reflect the Christian world view, such as Augustine and Thomas Aquinas. Prerequisite: PHIL 217 or instructor permission.

**+PHIL 365. History of 16th to 18th
Century Philosophy****3 credits**

Examination of the positions of thinkers who lived within the period 1550–1800, among others Descartes, Hume and Kant. Considers such topics as the rationalist/empiricist tension in epistemology, the deontological/utilitarian tension in ethics and social contract theory. Prerequisite: PHIL 217 or instructor permission.

**+PHIL 367. History of 19th and 20th
Century Philosophy****3 credits**

Examination of the dominant philosophical movements of the last two centuries including Hegelian idealism, Marxist materialism, pragmatism,

British analytic philosophy and continental trends such as existentialism, phenomenology and post modernism. Prerequisite: PHIL 217 or instructor permission.

**+PHIL 370. History of
American Philosophy****3 credits**

Examination of the development of American philosophy, especially of American pragmatism. Among others, it considers the positions of Pierce, James and Dewey. Recommended prerequisite: PHIL 217.

+WI-PHIL 375. Existentialism**3 credits**

Examines the philosophical and literary works of such thinkers as Kierkegaard, Nietzsche, Camus, Marcel, Sartre and Heidegger. The major question pursued in the course is, “What is it to be human?” Recommended prerequisite: PHIL 217.

**+PHIL 390. Special Topics in
Philosophy****3 credits**

For non-majors as well as majors. Deals with specific topics not covered in regular course offerings, including special topics in ethics, the history of philosophy, or other areas of philosophical inquiry. May consider such topics as work/leisure, alienation, oriental philosophy, feminist thought, utopian thought, Afro-American thought, Marxist thought and the philosophy of science.

PHIL 405. Epistemology**3 credits**

Considers questions associated with the nature, scope and reliability of human knowledge. Topics such as philosophical skepticism, idealism, realism, and opinion vs. knowledge are examined.

PHIL 410. Symbolic Logic**3 credits**

Covers a broad spectrum of topics in logic, some highly mathematical, some highly philosophical. It involves a study of the development of formal logic, and a study in detail of the major system of symbolic logic, namely predicate logic. It also examines how predicate logic can be extended in such a way as to create more sophisticated systems such as modal logic and fuzzy logic.

PHIL 415. Issues in Ethical Theory 3 credits

Considers questions associated with the nature of ethical reasoning. Topics such as the is/ought problem, the role of reason in ethical deliberation, the tension between a Utilitarian and a Deontological approach to ethics and the foundations of value are examined.

PHIL 420. Metaphysics 3 credits

Study of the most basic principles of reality. It asks what we can know about the whole of reality (being), the sorts of beings which exist, the status of concepts such as existence, being, body, soul (or mind), matter, freedom and God.

PHIL 451. Directed Readings in Philosophy 3 credits

Designed for advanced students, typically majors. Allows a student to organize a reading program centering on some topic not covered in regular courses. Prerequisite: Approval from a cooperating faculty member.

PHIL 490. Special Seminar in Philosophy 3 credits

An in-depth study of some particular figure or movement in the history of philosophy, such as Plato, Aristotle, Hegel, Wittgenstein, Social Contract Theory, Logical Positivism or Natural Figures Law Tradition. Students are primarily responsible for class discussions.

WI-PHIL 495. Senior Seminar 3 credits

A capstone course for seniors. Students are primarily responsible for class discussions. Since this is a writing-intensive course, students are expected to express their reactions to class materials in a clear and cogent manner.

Physical Education

See Health, Physical Education and Sport Science

Physics

Requirements for a Bachelor of Science with a Major in Physics: PHYS 251, 253, 254, 304, 306, 309, 312, 317, 321; CHEM 105, 106; MATH 191, 192, 291; CSCI 195; MATH 320; two semester credits in both Advanced Laboratory and Experimental Research.

Since interdisciplinary fields such as biophysics, medical electronics, geophysics and oceanography are very active areas; students are urged to obtain a broad science background.

Requirements for Concentration in Physics for a General Science Teaching Major (7-12):

EDUC 343, and 30 semester hours in the broad area of science to include 15 semester hours in physics (PHYS 203, 204, 306, 317, and 1 to 3 semester hours of PHYS 329) and 15 semester hours of science electives drawn from at least two disciplines (Biology, Chemistry, Natural Science, Astronomy).

For information on education courses required for a teaching major see the Education Department section.

Course Descriptions

+PHYS 110. Physics of Sound and Light 3 credits

Waves and oscillations, vibrating systems, hearing and vision, light, lenses, atmospheric phenomena, lasers, compact discs. For non-science majors. Lectures and laboratory sessions.

+PHYS 160. Concepts in Electronics 3 credits

Electrical quantities, simple DC circuits, magnetism, motors and generators, AC circuits, radio and television communications, digital and analog electronic devices. For non-science majors. Lectures and laboratory sessions.

+PHYS 201. Principles of Physics 4 credits

Forces and motion, energy and waves, electricity and magnetism and light and optics with emphasis on topics of particular importance for stu-

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

dents in fields such as occupational therapy, biopsychology, and athletic training. Does not meet the requirements for professional programs in medicine, dentistry and physical therapy. Three lectures and one lab per week.

+PHYS 203. College Physics I **4 credits**

For majors in biology, health sciences and liberal arts. Principles of mechanics, thermodynamics, waves, acoustics, and fluids. Three lectures and one lab per week. Prerequisite: MATH 151.

PHYS 204. College Physics II **4 credits**

For majors in biology, the health sciences and the liberal arts. Principles of electricity magnetism, optics, modern physics, and elementary particles. Three lectures and one lab per week. Prerequisite: PHYS 203.

+PHYS 251. General Physics I:

Mechanics **4 credits**

Calculus-based physics course for majors in engineering and the physical sciences. Introduction to mechanics, rotational motion, and fluids. Three lectures and one laboratory per week. Prerequisite: MATH 191. Corequisite: MATH 192.

PHYS 253. General Physics II: Thermodynamics, Electricity and Magnetism **4 credits**

Heat and thermodynamics, electrical and magnetic properties of matter, AC and DC circuits, electrical fields and particles, magnetic fields induction, Maxwell's equations and introduction to electronics. Three lectures and one laboratory per week. Prerequisites: MATH 192, PHYS 251.

PHYS 254. General Physics III: Introduction to Optics and Modern Physics **3 credits**

Physical and geometrical optics, relativity, atomic physics, quantum mechanics and nuclear physics. Two lectures and one laboratory per week. Prerequisites: MATH 192, PHYS 253.

PHYS 304. Electromagnetic Theory **3 credits**

Static and time-dependent electric and magnetic fields. Ferromagnetic materials, Maxwell's

Equations, boundary value problems, transmission lines, wave guides, and radiation. Three lectures per week. Prerequisite: PHYS 253. (Same as ENGR 320)

PHYS 306. Electronics **3 credits**

For science and engineering majors. Digital circuits and design techniques, transistor and diode circuits, operational amplifiers, filters and signal sampling. Two lectures, one laboratory period per week. Prerequisite: PHYS 204 or 253, or consent of instructor.

PHYS 309. Theoretical Physics:

Mechanics **3 credits**

Principles of Newtonian mechanics; particle dynamics, simple harmonic motion, central forces; statics and dynamics of rigid bodies; elasticity; Lagrange equations; the mechanics of continuous media. Three lecture periods per week. Prerequisites: PHYS 251, MATH 291.

PHYS 312. Optics **3 credits**

Geometrical optics: image formation, optical systems, thick lens theory, aberrations; wave optics; superposition, coherence, interference, diffraction, dispersion, polarization. Three lectures per week. Prerequisite: PHYS 254.

WI-PHYS 317. Modern Physics **3 credits**

Spectroscopy, x-rays, photoelectric effect, introduction to quantum mechanics, special relativity, natural and induced radioactivity, nuclear energy levels and structure, nuclear reactions, shielding, accelerators, and reactors. Three lectures per week. Prerequisite: PHYS 204 or 254.

PHYS 321. Statistical Physics and Thermodynamics **3 credits**

Introduction to classical and quantum statistics; thermodynamic laws, energy, entropy and equilibria, cyclic and noncyclic processes; applications to chemical and engineering problems. Prerequisite: PHYS 204 or 253. (Same as ENGR 312 and IE 312)

PHYS 325. Advanced

Laboratory 1–6 credits

Individual experiments in mechanics, thermodynamics, optics, and atomic, nuclear and modern physics. Experiments usually scheduled to relate to material in 300-level courses in which students are enrolled. May be repeated.

PHYS 329. Experimental Research 1–3 credits

Individual research projects selected by student. Design and installation of experimental apparatus will be involved. Prerequisite: Instructor permission.

PHYS 401. Physics Internship 1–3 credits

Work experience in industrial, government or non-profit institutions in which physics, computing or engineering is used. Permission of department chair required. Summary report required. Prerequisite: Junior or senior class standing in physics or engineering physics with at least nine hours of 300-level physics or engineering courses.

PHYS 403. Advanced Topics in Physics 1–3 credits

Elements of quantum mechanics, relativity, solid state physics, and other areas of physics are selected according to student and faculty interests. Prerequisite: Nine hours of 300-level physics courses.

Political Science

For more information about the Political Science department, the Pre-Law program, and the Public Administration major at St. Ambrose University, go to <http://web.sau.edu/politicalscience/>. All Political Science and public administration majors are required to fill out the evaluation form available at <http://web.sau.edu/politicalscience/> when they declare the major.

Mission Statement

The word “politics” comes from the Greek word *polis* meaning “city” or “regime.” According to Aristotle—the first political scientist—the *polis* is the comprehensive association whose end or purpose is the complete human life. Political Science, then, involves not only the scientific study of political and legal institutions, but of human nature, justice and the common good. The St. Ambrose University Department of Political Science is thus committed to the following goals:

The department seeks to provide quality instruction in the liberal arts tradition. Courses are designed to present different and often conflicting points of view on a variety of important political questions. Study of how different persons have answered these questions enlarges the mind and serves to cultivate critical reasoning.

The department seeks to promote enlightened and responsible citizenship. Students not only study in-depth the historical and continuing controversies which inform our regime, they are also provided opportunities to participate in public life through internships and field experiences.

The department seeks to prepare students for graduate study in political science, or for training in the professional fields of Law and Public Administration through the Pre-Law Studies program and the Public Administration Major.

Overview of Departmental Programs

The Department of Political Science offers majors in Political Science, Public Administration, and a teaching major in American Government (7-12). Minors are offered in political science and public administration. An interdisciplinary minor in pre-law studies is also based in Political Science. A more extensive certificate in pre-law is also available. The Department offers advising for pre-law students regardless of major as well as for political science and public administration majors. The political science and public administration majors are designed to acquaint students with the broad scope of activities involved in public service.

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

Requirements for a Major in Political Science:

30 semester credits of political science including PSCI 101, 102; STAT 213; PSCI 307, 308, and 349 or 370.

Requirements for a Major in Public Administration:

33 semester credits of political science and either a second major or a minor in a field of study where the student envisions working in public service (i.e. criminal justice, sociology, etc.). The second area of study must be approved by the Public Administration director. Political Science requirements for the public administration major include; PSCI 101, 102, 303, 304, 322, 360, 370, 401, and STAT 213. Two of the following electives: PSCI 301, 320, 325, 352 or 353; ORGL 201.

Requirements for a Teaching Major in American Government (7-12):

36 semester credits including: PSCI 101, 102; STAT 213; PSCI 303, 304, 307, 308, 309, 349 or 370; HIST 111, 112. One of the following: PSCI 301, 320, 325. Education courses required for a teaching major are found in the Education Department section.

Requirements for Interdisciplinary Minor in Pre-Law Studies:

15 semester credits. Students may not count more than nine hours of Political Science toward the minor. Nine hours must be from approved General Education courses (marked by +).

Foundation Course (3 credits): +PSCI 110

Two of the following (six credits): +PSCI 303, +PSCI 304, +PSCI 305, PSCI 316, PSCI 360, +PSCI 305, BUS 201, ECON 399, ECON 327, +CRJU 101, CRJU 221.

Two of the following (six credits): +ECON 101, +ECON 202 [NOTE: Students may not take both ECON 101 AND ECON 202], ECON 399, +PHIL 201, +PHIL 210, +PSCI 307, +PSCI 102, ENGL 216, +ENGL 210, +ENGL 303.

Requirements for the Pre-Law Certificate:

33 semester credits including: ACCT 201, 202; ECON 101, 201, 202 (NOTE: If students take

more than one business course, credits must be divided between Economics and Accounting); any 300-level writing or literature course; PHIL 201, 210; CRJU 101, 221; any four of PSCI 102, 103, 110, 304, 305, 316, 330, 360. A minimum 2.0 grade point average is required of the courses needed to complete the program.

Requirements for a Minor in Political Science:

15 semester credits of political science including PSCI 101 and 102.

Requirements for a Minor in Public Administration:

18 credits including PSCI 101, 102, 322, 360, 370; one of the following PSCI 301, 304, 320, 325, 352 or 353, 401; ORGL 201.

Course Descriptions**+PSCI 101. Government of the****United States I****3 credits**

The constitution, presidency, congress, courts, and citizen participation in the political system. This course satisfies requirements for a teacher's certificate in Iowa and Illinois.

+PSCI 102. Government of the**United States II****3 credits**

Survey of American policy problems in such areas as civil rights, foreign policy, the economy, regulation and subsidization, and poverty. Study of the American public policy process.

+PSCI 103. Politics in Film**3 credits**

The portrayal of American government through Hollywood film productions. Comparison and contrast of American politics as presented in movies with the text book approach of how government "really" works.

+PSCI 110. Law and Society**3 credits**

Exploration of relationship between law and liberty, basic introduction to the American legal system (civil, criminal, Constitutional), and consideration of the legal profession. Foundation course for Pre-Law Studies Interdisciplinary Minor.

+PSCI 199/299/WI-399. Special Topics 3 credits

Advanced study of a topic not part of the regular course offerings. Possible topics include (but are not limited to): Afro-American Political Thought; Women in Politics; Comparative Government; and Research Methods. Topics will be announced each semester the course is offered. Note: Only PSCI 399 qualifies as a writing intensive course.

+PSCI 301. Political Parties and Electoral Policies 3 credits

Examination of voting behavior and workings of American party system. Special focus on recent presidential elections.

+PSCI 303. The Constitution of the United States 3 credits

Survey of leading decisions of Supreme Court, focusing on development of judicial power and limitations on government.

+PSCI 304. Civil Liberties and the Constitution 3 credits

Survey of leading decisions of the Supreme Court on the Bill of Rights.

+PSCI 305. Mock Trial 1 credit

Preparation for mock trial competition. Focus on judicial procedure and the court system, legal argumentation and rhetoric, and courtroom performance. Student must successfully complete at least two semesters of Mock Trial to receive graded credit. Students must be willing/available to travel and participate in mock trial competition.

+PSCI 307. History of Political Thought I 3 credits

Survey of ideas of great political thinkers who shaped ancient and medieval political thought, from Plato to St. Thomas Aquinas. Prerequisite: PSCI 101 or instructor permission.

+PSCI 308. History of Political Thought II 3 credits

Survey of ideas of great political thinkers who shaped modern political thought, from Machiavelli to Marx. Prerequisite: PSCI 101 or instructor permission.

+PSCI 309. International Politics 3 credits

Behavior of nations in international political system and problems of war, peace, justice, change, and international organization. Current international problems analyzed in perspective of theoretical concerns discussed.

+PSCI 313. Foreign Policy of the U.S. 3 credits

The United States in international affairs, study of methods, policies and goals of United States foreign policy.

PSCI 316. International Law 3 credits

Case study of principles of modern international law. Prerequisite: PSCI 101 or instructor permission.

PSCI 320. The President, Congress, and Court 3 credits

Advanced study of American institutions of government. Focus on politics and policy making in the context of separation of powers and checks and balances.

PSCI 322. Urban Politics 3 credits

Environment and structure of urban governments from the political machine to present. Problems faced by city residents and their attempts to influence government response.

+PSCI 325. Public Opinion and Propaganda 3 credits

Process of public opinion formation and attitude change, including psychological basis. A description of American ideology, and the shape of contemporary opinion, influence of mass media, and problems faced in translating public opinion into government policy. Emphasis on the public opinion polling process and interpretation of public opinion polls.

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

**PSCI 330. Interpreting the U.S. Constitution:
An Introduction to the American****Legal System 3 credits**

Advanced course in constitutional theory and interpretation. Examination of some of the most controversial decisions in recent Supreme Court history, including cases on school prayer, flag-burning, abortion and pornography. Includes reasoning behind these rulings and how they were formed by various approaches to constitutional interpretation.

PSCI 340. Independent Study 1–3 credits

Directed individual research on topic approved by instructor before registering and by department chair.

**WI-PSCI 349. Seminar in Contemporary
Political Thought 3 credits**

Readings and discussions in contemporary political thought.

PSCI 351. Internship in Law 3 credits

Students will be placed in area law firms where they will perform a variety of tasks. Open to upper-level political science and pre-law students on arranged basis. Credit is in addition to the 27 credit minimum required for major. Regular grade or Pass/No Pass option.

PSCI 352. State House Internship 3 credits

Directed internship in political service. Open to upper-level political science and pre-law students on arranged basis. Credit is in addition to 27 credit minimum required for major. Regular grade or Pass/No Pass option.

PSCI 353. Internship 3 credits

Directed internship in political or public service. Open to upper-level political science and pre-law students on arranged basis. Credit is in addition to 27 credit minimum required for major. Regular grade or Pass/No Pass option.

**PSCI 360. Administrative Law and
Regulations 3 credits**

Examination of administrative law, regulatory

practices, policies, and issues. Impact of administrative law and regulatory policy on politics, the policy process, and the implementation of law. Prerequisites: PSCI 101, 102.

WI-PSCI 370. Public Administration 3 credits

Examines the classics of public administration to help attain a working knowledge of organizational behavior.

PSCI 401. Leadership Theory 3 credits

Analysis of contemporary theories and practices of leadership. Emphasis on application of theoretical concepts to actual leadership situations. Comparison and contrast of leadership theory in the context of political, public, non-profit, and private organizations.

**+STAT 213. Applied Statistical Reasoning for the
Sciences 3 credits**

Cross-disciplinary course on how and why scientists use statistics to describe and interpret information they gather. Topics include descriptive statistics and basic inferential statistics. Prerequisites: Introductory course in major; MATH 121 or passing grade on screening test.

**ORGL 201. Introduction to Leadership
Development 3 credits**

Intended to familiarize students with a variety of aspects of leadership. Focus on assisting students to realize how they can develop as leaders and put theory into practice in their collegiate experience. Students will also learn multiple and diverse perspectives and the importance of critical thinking as it pertains to leadership.

Psychology

The primary mission of the Psychology Department at St. Ambrose University is to promote the science of psychology, and along with instruction in the liberal arts, prepare students for post-baccalaureate careers, graduate education, and a life of learning. This is accomplished,

in part, through effective teaching and treating students as partners in the learning process. Students obtain a broad background in theoretical and applied areas in psychology through their coursework, supervised field experiences, and internships. Students are provided opportunities for research through coursework and through independent study and laboratory practicum experiences with faculty, and through attendance and presentations at research conferences. The curriculum stresses the ethical treatment of human and animal research participants, and of clients in applied settings. Further, it promotes an understanding and appreciation of individual differences. In keeping with the mission of St. Ambrose University, community service, both on and off campus, is promoted. Additional opportunities to develop socially, ethically, spiritually and intellectually are provided through involvement in Psi Chi (the National Honor Society in Psychology) and Psychology Club activities. The Psychology Department at St. Ambrose University seeks to enrich the lives of individual students and others with whom they come into contact.

Bachelor of Arts in Psychology

The bachelor of arts degree in psychology is primarily intended for students who plan to enter the job market immediately after completing an undergraduate degree, although it could be used by qualified students as a foundation for post-baccalaureate training in psychology and closely related fields. Students earning the bachelor of arts are advised to complete additional work in another program closely tied to the work force (business, communication, economics, criminal justice, or sociology).

Requirements for a Bachelor of Arts Major:

30 semester credits of psychology, including PSYC 105, 215, STAT 213, MATH 121, and at

least 21 more hours in psychology, 12 of which must be at the 300 level or above.

Bachelor of Science in Psychology

The bachelor of science degree in psychology is intended for students who are contemplating advanced work in psychology or a related field and for students entering the work force immediately after graduation. While the bachelor of arts offers more flexibility, the bachelor of science more adequately prepares students for post-baccalaureate education and ensures a broad background in the scientific bases of psychology. Many graduate programs in psychology are increasing the required number of prerequisite hours in the natural sciences and mathematics, regardless of the concentration. The concentration in biopsychology fulfills the requirements for the bachelor of science degree.

Requirements for a Bachelor of Science Major: At least 30 semester credits in psychology, including PSYC 105, 215, 404 (at least one semester), STAT 213, and at least one course from each of the following four areas:

1. Child and Developmental Psychology/Social Psychology: PSYC 284, 305, 306, 333.
2. Biopsychology: PSYC 350, 355, 360, 403 or 540 for students admitted to the DPT program.
3. Clinical/Counseling Psychology: PSYC 323, 324, 332, 342, 343.
4. Cognitive Psychology/Human Learning and Memory/History: PSYC 314, 331, 402, 414 (strongly recommended for those considering advanced study).

In addition, Bachelor of Science students must complete the following: Choose one biology course from BIOL 101 or BIOL 103 and 104; CHEM 103, or CHEM 105 and 106; CSCI 120; MATH 151 (and MATH 191 is strongly recommended); and choose one physics course from PHYS 110, 160, 201, 203 or 204.

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

Requirements for a Concentration in

Biopsychology: STAT 213, PSYC 105, 215, 331, 355, 360 or 403 (or 540 for students admitted to the DPT program), 402, 404; BIOL 103, 104; CHEM 105, 106; three computer science credits; one of the following: PHYS 110, 160, 201, 203, or 204; six mathematics credits through at least MATH 151 (MATH 191 strongly recommended). Students applying to the Physical Therapy program must also complete BIOL 202, 204, PHYS 203 and 204.

Requirements for a Minor: 15 semester credits of psychology, including PSYC 105 and two or more 300-level courses.

Requirements for a Forensic Psychology Major: (Interdisciplinary Program) 51 credits including the prerequisites below (for the B.A. Degree).

The General Education requirement for Mathematical Reasoning will be met through receiving a “C” or better in the statistics course mentioned below (which requires a “C” in Math 121 as a prerequisite or a sufficient placement test score).

Internship Program: Students will be able to receive practical experience in Forensic Psychology by enrolling in fieldwork placements in such settings as forensic psychology hospitals (emotionally disturbed offenders), prisons/jails, and agencies related to the family court or treatment of youthful offenders.

Prerequisites (12 credits): PSYC 105; CRJU 101; STAT 213; PSYC 215.

Requirements for a Bachelor of Arts Major in Forensic Psychology: Courses in Psychology (18 credits): PSYC 306, 321, 324, 325, 342 and one of the following PSYC 203, 305, 332, 343 or 360 (other psychology courses could be taken as electives). Courses in Criminal Justice (12 credits): CRJU 222, 400, 411, 421. One of the following concentrations (9 credits): Policing Concentration: CRJU 102, 303, 342 or Corrections Concentration: CRJU 231, 313 and SOC 321.

Requirements for a Bachelor of Science Major in Forensic Psychology:

For students interested in graduate work, it is suggested they work toward a B.S. in Forensic Psychology. These requirements are the same as those for a B.S. in Psychology plus the Criminal Justice requirements above.

Requirements for a Teaching Major in Psychology (7–12): 30 semester credits including PSYC 105, 201, 215, 284, 309, 324, STAT 213; three semester credits of psychology electives from the Biopsychology content area (listed above), three semester credits of psychology electives from the Cognitive Psychology/Human Learning and Memory/History content area (listed above), and three semester credits of psychology electives from any area (PSYC 205 is strongly recommended). Education courses required for a teaching major are found in the Education Department section.

Requirements for a Teaching Minor in Psychology (7–12): 24 semester credits including PSYC 105, 201, 284, 309, 324, three semester credits of psychology electives from the Biopsychology content area (listed above), three semester credits of psychology electives from the Cognitive Psychology/Human Learning and Memory/History content area (listed above), and three semester credits of psychology electives from any area (PSYC 205 is strongly recommended).

Requirements for Master of Occupational Therapy (MOT) students completing an undergraduate degree in psychology: Must meet all of the requirements for either the Bachelor of Arts (recommended) or the Bachelor of Science degree in Psychology. Some of the course work required for the MOT degree may also meet some of the requirements for the undergraduate degree in Psychology. Students should contact their Psychology faculty advisor for current information.

Course Descriptions

+PSYC 105. Introductory Psychology 3 credits

Basic introduction to concepts, theories, and methods of studying human and animal behavior and cognitive process. Gives an overall perspective of the field of psychology including its history and research methods, sensation and perception, the biology of behavior, health and stress, consciousness, learning, memory, personality, psychological disorders, and social thought and behavior.

+PSYC 201. Personal Adjustment 3 credits

Serves in the process of self examination, clarification of personal goals, skills, interpersonal relations, and study habits. Innovative techniques, such as group dynamics.

+PSYC 203. Psychology of Gender 3 credits

Theory, research, and discussion on the physical, psychological, and social aspects of the similarities and differences between men and women. Prerequisite: PSYC 105.

PSYC 205. Psychology of Human Sexuality 3 credits

Physical, psychological, and social aspects of sexuality as a natural part of human living, including various problems associated with this interpersonal role. Prerequisite: PSYC 105.

PSYC 215. Research Methods 3 credits

Introduction to research methods used in studying human and animal behavior and cognitive processes. Provides skills for critical evaluation, public and professional literature dealing with the scientific study of behavior. Topics include the philosophy of scientific psychology, methods of investigation, principles of experimental design and control, psychological testing and discussion of applications in several areas of research. Some practice in design, implementation and research analysis. Prerequisite: PSYC 105.

+PSYC 284. Child and Adolescent Psychology 3 credits

Motor, mental, social and emotional development through adolescent years. Prerequisite: PSYC 105. (Same as EDUC 284)

PSYC 294, 394, 494.

Laboratory Practicum 1–2 credits

Practical and/or research experience working directly with a faculty member on scientific or applied projects of mutual interest. Prerequisites: PSYC 105 and instructor permission.

+PSYC 305. Life-Span Developmental Psychology 3 credits

Biological, behavioral, cognitive and social processes and development from conception through death and dying. Topics include the role of genetics in development, physical and cognitive growth, environmental influences on development, intelligence and moral development. Prerequisite: PSYC 105 or instructor permission.

PSYC 306. Social Psychology 3 credits

Scientific study of how the social environment influences individuals' behaviors and cognitive processes. Topics include social cognition, personal perception, attitudes and attitude change, conformity, prejudice, attraction, aggression and helping behavior. Prerequisite: PSYC 105.

PSYC 309. Educational Psychology: Tests and Measurements 3 credits

Psychological principles in teaching and learning, preparation and use of devices to evaluate learning and instruction. Prerequisites: PSYC 105, EDUC 205, 284. (Same as EDUC 309)

PSYC 310/510. Introduction to Exceptional Children 3 credits

Focuses on the characteristics, needs, and talents of children and youth who differ in mental, physical, emotional, social, and/or sensory areas of development. Designed to provide students entering the helping professions with various educational, psychological, and sociological views

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

of exceptionalities. Prerequisite: PSYC 105.

PSYC 312. Women and Aging 3 credits

Biological, cognitive, social, and emotional development of women from age 20 through death. Includes a survey of the research that is focused on women's development, an exploration of the changing roles and expectations for women today, and of how women can maximize their adult experiences. Prerequisite: PSYC 105.

WI-PSYC 314. Human Motivation 3 credits

Study of the causes for the variety of human actions. Comparison of behavioral, cognitive, and biological models. Application of motivational models to organizational environments. Prerequisite: PSYC 105.

PSYC 321. Psychology and Law 3 credits

This course is an overview of the interface between psychology and the law (sometimes called Forensic Psychology). It examines the use of psychology and psychological experts in the legal system. Topics include evaluation of mental competency of defendants, assessment of potential dangerousness, and expert testimony about the legal definition of insanity. Other areas reviewed are jury selection, witness preparation, and children/adolescents in the judicial system. Prerequisite: PSYC 105.

PSYC 323. Personality Theories 3 credits

Major theories of personality with emphasis on normal personality. Prerequisite: PSYC 105.

+PSYC 324. Abnormal Psychology 3 credits

Introductory course to acquaint students with the hypothesized biological, psychological, and socio-cultural causes of various mental disorders. It also includes a presentation of different treatment modalities for abnormal behavior. Students are provided with an introduction to the *Diagnostic and Statistical Manual of Mental Disorders*. Prerequisite: PSYC 105.

PSYC 325. Psychology of Criminal Behavior 3 credits

This class will allow students to become familiarized with the most common psychological disorders in the offender population. Additionally, treatment options in various settings (i.e., jail, prison, forensic hospital, or outpatient clinic) will be explored with the legal implications discussed. We'll spend much of the course covering general topics related to offenders with mental disorders. Treatment of special types of offenders will be discussed (i.e., sex offenders, offenders with mental retardation, and juvenile offenders) as time allows. Discussions about victims of crime (i.e., victimology) will also be covered as time allows. Prerequisite: PSYC 105.

PSYC 331. Learning and Memory 3 credits

Research and theories in classical and instrumental conditioning, human verbal learning, and memory. Lecture and laboratory. Prerequisite: PSYC 105.

PSYC 332. Psychological Tests and Measurements 3 credits

Various assessment procedures, particularly those concerned with intelligence and personality. Prerequisites: PSYC 105, STAT 213, or instructor permission. Offered alternate years.

WI-PSYC 342. Theories of Counseling 3 credits

Introduction to counseling course that focuses on counseling theories and practices from a variety of cultural perspectives. Students examine their personal counseling strengths and weaknesses as they begin to develop a more appreciative understanding of the counseling needs of our diverse population. Prerequisites: Junior status, PSYC 105.

PSYC 343. Family Counseling 3 credits

The structure and process of family counseling, its historical and theoretical foundations, the practice of family counseling and training for and evaluation of family therapy. Prerequisites: PSYC 105, junior status or instructor permission.

PSYC 348. Supervised Field Experience 3 credits

Participation in service projects and field internship placements for which students have had suitable course preparation. Students must arrange a placement site no later than the semester prior to enrollment in the course. (Double majors in sociology and psychology may substitute SOC 355 for PSYC 348.)

Prerequisites: Junior status, PSYC 105, 12 semester credits in psychology, and instructor permission. Transfer students must wait at least one semester before taking 348, but may arrange placement during the first semester.

PSYC 350. Health Psychology 3 credits

Examines psychological influences on the promotion and maintenance of physical health, prevention and treatment of illness and the causes and correlates of health and illness. Prerequisite: PSYC 105.

PSYC 355. Brain and Behavior 3 credits

Analysis of the anatomy and physiology of the nervous system of animals and humans, with a focus on biological mechanisms most relevant to key issues in psychology. Topics include the mind-body problem, development of language and learning, sexual behavior, alcoholism, psychosomatic illness, anxiety, aggressive behavior, recovery from brain damage, depression and schizophrenia. Prerequisite: PSYC 105 or instructor permission. Recommended: Introductory biology or chemistry course.

PSYC 360. Behavioral Pharmacology 3 credits

Behavioral Pharmacology 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. Course takes a biopsychological perspective in an attempt to build relationships between the

empirical and experiential. Prerequisite: PSYC 105 or instructor permission, one semester of biology or chemistry.

PSYC 397, 398. Topics in Psychology 3 credits

Courses in areas of psychology not included in other offerings in the department. Class topics will change each semester. Prerequisites: PSYC 105 and instructor permission.

PSYC 402. Psychology of Sensation and Perception 3 credits

Examination of theoretical knowledge and experimental study of how information is gathered from the environment. Topics include psychophysics, vision, audition, touch and pain, smell and taste. Prerequisite: PSYC 105. Offered alternate years.

PSYC 403. Behavioral Neuroscience 4 credits

Examination of the functional neuroanatomy and neurophysiology of human beings. Emphasis on the physiology and anatomy of the nervous system, and the relationship between the nervous system and behavior and disorders that affect the nervous system. Prerequisites: PSYC 105, BIOL 101 or 103. Recommended: CHEM 101 or 105, or PHYS 203 or 251.

WI-PSYC 404. Advanced Experimental

Design and Analysis 4 credits

In-depth examination of research and methodology with hands-on research experience during all phases of the course. Students are required to initiate a research project and carry it through to completion under instructor supervision. Prerequisites: PSYC 105, STAT 213 with C+ or above, 215 with C+ or above.

PSYC 414. History of Psychology 3 credits

Historical roots of modern psychology in relation to current trends. Offered alternate years. Prerequisites: Junior status, PSYC 105, 215.

PSYC 540. Neuroanatomy and Neurophysiology 5 credits

Comprehensive examination of neuroanatomy and neurophysiology, including cell and molecu-

+ = Applicable toward general education degree requirements

WI = Writing intensive course

lar biology of the neuron, synaptic transmission, functional anatomy of the central and peripheral nervous system, sensory and motor functions, homeostatic and arousal mechanisms, localization of higher functions and development of the nervous system. Laboratory sessions emphasize traditional work on nervous system anatomy and physiology, as well as application of neuroanatomy and neurophysiology in an applied setting. Prerequisite: Admission to PT program or instructor permission.

PSYC 555/EDUC 455. Middle School Psychology 3 credits

Examines growth and development of middle school age child with particular emphasis on emotional, physical and mental characteristics and needs of middle school children. Course also examines role of teacher in assessment, coordination and referral of students to health and social services. Prerequisites for PSYC 555: Hold teaching license or certificate. (Some states, such as Iowa, issue a license. Other states, such as Illinois issue a certificate.). [Prerequisites: EDUC 205 or 207, 284, 309].

+STAT 213. Applied Statistical Reasoning for the Sciences 3 credits

Cross-disciplinary course on how and why scientists use statistics to describe and interpret information they gather. Topics include descriptive statistics and basic inferential statistics. Prerequisites: Introductory course in major; MATH 121 or passing grade on screening test.

Public Administration

See Political Science

Service Learning

Course Description

SVLN 201. Service Learning 1 credit

Offers students an opportunity to apply their academic learning in a community service setting. The one credit is tied specifically to an academic course taken during the semester. Students must complete 25 hours of service, participate in regular class reflection periods, and complete a final paper. One credit course may be taken up to three times for a total 3 credits. Pass/No pass grade. The volunteer service is determined by the student from a list approved by the course instructor and SVLN coordinator. Prerequisites: Specific course prerequisites and co-requisites are determined by participating academic departments. Contact the service learning coordinator for details and registration.

Sociology

A bachelor's degree in sociology from St. Ambrose University provides an excellent liberal arts foundation for embarking on the wide range of career paths that many liberal arts majors pursue. Your undergraduate training in sociology can open a variety of doors in business and the human services. Sociology majors who enter the business world work in sales, marketing, customer relations, or human resources. Those who enter human resources work with youth at risk, the elderly, people experiencing problems related to poverty, substance abuse, or the justice system.

Requirements for a Major: 30 semester credits of sociology, including SOC 101, 220, 260, 301, 315, 400 and STAT 213.

Requirements for a Minor: 15 semester credits of sociology, including SOC 101, 220, 260, and 6 semester credits of 300-level courses.

Requirements for a Secondary Teaching Major (7–12): 33 semester credits in sociology, including SOC 101, 120, 220, 235, 240, 260, 265, 323, and 12 semester credits of social science electives. For education course requirements, see Education Department section.

Requirements for a Teaching Minor: 30 semester credits in sociology, including SOC 101, 120, 220, 260, 265, 323, and 12 semester credits of electives in the social sciences.

Gerontology Certificate Program Requirements:

Complete 21 hours, as follows:

- (a). SOC 230, 405, and either SOC 386 or PSYC 348.
- (b). Three or four courses from the following: SOC 331, 336, 380, 399 (Independent study: Directed Research in Aging), PSYC 305, 312, 397, 398, PED 382, NURS (WI) 430.
- (c). If students take only three of the courses in (b) above, then students may take one credit per course up to a total of three credits from the following courses: MGMT 310; MKTG 347; HED 205, 207; PED 340 (WI), 390, 395; PHIL 310; PSYC 322, 324, 331, 342, 343, 350, 360, 402, 403; SOC 210, 240, 265, 323, 326, 342, 364.

Course Descriptions

+SOC 101. Introduction to Sociology 3 credits
Essential characteristics of life in society, including culture, socialization, subcultures, primary and secondary relations, stratification, face-to-face interaction, large-scale organizations, conflict, deviance and social change.

+SOC 120. Social Problems 3 credits
Analyzing the major social problems in the United States and other countries. The problems include: racism, sexism, overpopulation, poverty, crime, homelessness, and other problems.
Prerequisite: SOC 101 or instructor permission.

SOC 210. Cultural Anthropology 3 credits
A cross-cultural examination of those structures in society that are common to all groups: family, subsistence strategies and distribution of wealth, political arrangements, religion, art, science and technology. Through focused study of the multi-level struggles for cultural and environmental survival, students will bring new knowledge and analytical skills to their understanding of the cultural histories and issues in adaptation.
Prerequisite: SOC 101 or instructor permission.

+SOC 220. Social Psychology 3 credits
Focus is on the development of the social self, with emphasis on socialization, symbolic interaction, and development and presentation of self.
Prerequisite: SOC 101 or instructor permission.

+SOC 225. Sex and Gender 3 credits
Introduces students to major sociological perspectives on sex and gender. Topics include socialization, intellectual and personal development of women and men, theories of gender inequality, and analysis of the major social institutions organizing gender relations, such as the family, economy, and politics. Prerequisite: SOC 101 or 120.

+SOC 230. Introduction to Gerontology 3 credits
Survey course designed to study the aging population. Topics include: an overview of biological, psychological, sociological and social psychological aspects, studies, and theories of aging; study of issues important to social policy and programs aimed at the elderly; and an examination of the range of the gerontology professions as an interdisciplinary field of study. Prerequisite: SOC 101 or 120.

+SOC 235. Deviant Behavior 3 credits
A cross-cultural examination of those structures in society that are common to all groups: family, subsistence strategies, distribution of wealth, political arrangements, religion, art, science and technology. Prerequisite: SOC 101 or instructor permission.

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

+SOC 240. Race and Ethnicity 3 credits

Intensive examination of the history and evolution of human diversity, including the development of concepts of race and ethnicity. The history and concerns of special populations such as Native Americans, African Americans, Hispanic peoples, and Asian peoples are examined.

Prerequisite: SOC 101 or instructor permission.

+SOC 260. Social Organization 3 credits

Focus on large-scale social patterns and trends over time, including the formation and evolution of social groups, communities, organizations, institutions, and societies from a historical comparative perspective. Prerequisite: SOC 101 or instructor permission.

+WI-SOC 265. Social Stratification and Inequality 3 credits

How societies rank people by class, status, age, sex, race, and power. Emphasis on both theoretical and empirical studies. Prerequisite: SOC 101 or instructor permission.

SOC 270. Social Change 3 credits

How and why societies change over time. Includes theories of social change and the study of modernization and international development. Special focus on the influence of science and technology. Also current events on the international scene. Prerequisite: SOC 101 or instructor permission.

+SOC 280. Conflict Resolution 3 credits

In-depth analysis of the social dynamics and dimensions of conflict and the ways in which conflict can be channeled into productive and positive opportunities for change. Covers individual, group, organizational, and global examples. Includes training in the Harvard Model of Conflict Resolution. Prerequisite: SOC 101 or instructor permission.

WI-SOC 301. Sociological Theory 3 credits

Examines the background, assumptions, and ideas of early sociologists as they tried to estab-

lish a foundation for sociology as an academic discipline. Prerequisites: SOC 101 and nine semester credits in sociology.

SOC 314. Research Methods in the Social Sciences 3 credits

History and philosophy of science and its influence on modern social research. Specific training in several modern research techniques, including survey research, experiments, field research, and non-obtrusive methods. Special emphasis on proposal writing and research design.

Prerequisites: SOC 101, 301; STAT 213; 12 semester credits in sociology.

SOC 315. Qualitative and Ethnographic Research Methods 3 credits

Introduction to micro theory and methods of conducting research in social settings through extended participant observation, field work, ethnography, case study, and in-depth interviews. Prerequisites: SOC 101, 301.

+SOC 323. Marriage and the Family 3 credits

Explores the relationship between the family and other institutions such as the economy, politics, and education. Also explores role relationships prior to marriage and afterward and the impact of social change on the family. Prerequisite: SOC 101 or 120.

+SOC 326. Medical Sociology 3 credits

Explores the areas and issues associated with health and health care delivery in the United States. Topics covered include: epidemiology and social demography of health, disease, mortality, and morbidity, physical-patient relationships, structure of health care, relationships among health care providers, and physician socialization. Prerequisite: SOC 101 or 120 or instructor permission.

SOC 331. Social Gerontology 3 credits

Explores the social aspects of aging and the nature of the aging experience as it is shaped by the social context in which it occurs. A review of

the historical, philosophic and demographic aspects of aging, theories of social gerontology, cross-cultural perspectives on aging, retirement and economics, and death and dying.

Prerequisite: SOC 230 or permission of instructor.

SOC 336. Death and Dying 3 credits

Trends and patterns in death and dying including historical perspectives, death in popular culture, demography of death, medical technology and dying, dying patient's perspective, and ethical dilemmas of death and dying. Prerequisite: SOC 101 or instructor permission.

SOC 342. Drugs and Society 3 credits

Theories of use and addiction; social and social psychological correlates of use and abuse; examination of effects of alcohol, heroin, cocaine and other substances on the individual and on various social institutions; program evaluation. Prerequisite: SOC 101 or instructor permission.

+SOC 356. Sociology of Religion 3 credits

Presents views from numerous sociological perspectives with special emphasis on the social psychological aspects of the individual and society and the relationships to religion as a social institution. Presents religion's influence on society, which legitimates some existing social and economic arrangements. Prerequisite: SOC 101 or permission of instructor.

SOC 364. Social Welfare Policy 3 credits

Concept and functions of social policy, processes of policy analysis, and explanation of interrelationships of social policy, social problems and social welfare. Prerequisite: SOC 101 or instructor permission.

SOC 380. Special Topics in Sociology 3 credits

Focuses on issues and topics not covered in other courses. Prerequisite: SOC 101 or instructor permission.

SOC 386. Field Experience 3–6 credits

Guided experience in local agencies.

Prerequisites: SOC 101; junior status; instructor permission.

SOC 399. Independent Study 3 credits

Directed individual reading, research and/or writing on topics approved by the department. Open only to junior and senior sociology majors. Prerequisite: Instructor permission.

SOC 400. Senior Seminar 3 credits

A capstone course designed for seniors or advanced students in the discipline. Seminar will cover current trends in the discipline and be a preparation for students seeking employment or graduate school admission. Prerequisite: Instructor permission.

SOC 405. Senior Thesis in Gerontology 3 credits

Capstone course to develop a final paper aimed at integrating specific gerontology coursework and practicum experience with major and career goals. The thesis will be read by the Gerontology director and one other faculty member relevant to the student's major or a practicing gerontologist in the student's intended career area. Prerequisite: SOC 230 and Gerontology director's permission.

+STAT 213. Applied Statistical Reasoning for the Sciences 3 credits

Cross-disciplinary course on how and why scientists use statistics to describe and interpret information they gather. Topics include descriptive statistics and basic inferential statistics. Prerequisites: Introductory course in major; MATH 121 or passing grade on screening test.

Spanish

See Languages and International Studies

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

Special Studies

Admission Information

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

Registered nurses who have completed an Associate Degree in Nursing or a two-year hospital nursing program may receive up to 60 semester credit hours and need to complete at least 60 semester credits to obtain the BSS. Additional hours beyond the 60 credits for nursing studies (up to a maximum of 90 credit hours) may be obtained from college courses taken after completion of nursing studies, through completion of CLEP exams, or for certain non-collegiate programs recognized by the American Council on Education. Registered nurses who have completed three-year hospital diploma programs may receive up to 90 hours of credit and need to complete at least 30 semester credits for the 120 hours required for the BSS.

Allied health professionals (licensed practical nurse, respiratory therapist, radiology technician, surgical technician or operating room technician) may be able to pursue the BSS. Applicants with degrees or certificates in allied health areas will be subject to a review of their course work to determine what requirements will need to be met to receive the BSS degree.

Program Delivery Format Options

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

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

Requirements for the BSS Degree

The credits indicated are the minimum required in each area.

Skills (11-12 cr): ENGL 101 (3 cr); MATH 131, 151 or STAT 213 or higher level course (3 cr); a

Communication course that includes public speaking as a major component (2-3 cr); IL 101 (1 cr); Physical Education course(s) (2 cr).

Humanities (9 cr) from the Humanities general education category select: one Philosophy course and one Theology course with at least one from the 300 level; and one Art, Music or Theatre course (3 cr).

Foreign Language or Multicultural Course (3 cr) Students may elect to complete the foreign language requirement; an International Studies or foreign language course; or a multicultural course from the following list: ENGL 221; GEOG 205; HIST 220, 225, 230, 235, 342, 366; SOC 228; WMST 315.

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

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

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

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

Refer to “Courses that Meet General Education Requirements of the 2003-2005 Catalog” in the Degree Information section for more information.

Theatre

Requirements for a Major in Theatre: 35 semester credits of theatre courses, including THTR 202, 205, 209, 304, 305, 380, 480 and 18 semester credits of theatre electives, and ENGL 303.

Requirements for a Minor in Theatre: 17 semester credits of theatre courses, including THTR 202, 205, 209, 304, 380, 480, and three semester credits of theatre electives.

Requirements for a Secondary Speech and Theatre Teaching Major (7-12): 38 semester credits, including COMM 203, 205, 232, 325, 328, 329;

EDUC 345; THTR 202, 205, 209, 304, 305, 312, 380, 480. For education courses required for a teaching major see Education Department section.

Requirements for a Secondary Speech and Theatre Teaching Minor (7–12): 26 semester credits, including COMM 205, 232, 325, 328, 329; THTR 202, 209, 312, 380, 480.

Course Descriptions

+THTR 105. Beginning Acting: Voice and Body for Non-Majors 3 credits
This course is designed to develop an individual's self-confidence through stage action techniques of relaxation and memorization, vocal and physical exercises tested in monologues and short scenes.

+THTR 202. Survey of the Theatre 3 credits
Fundamental classification of plays, function of various production roles, and principles and theory of the drama.

THTR 205. Acting: Voice and Body 3 credits
Designed to develop the student's basic acting skills and prepare them for future dramatic roles through physical and vocal exercises, monologues and scenes study. Prerequisite: Majoring or minoring in Theatre or permission of instructor.

THTR 209. Stagecraft 3 credits
Planning, construction, painting, rigging and lighting of scenery. Basic technique course. Shop participation required.

+WI-THTR 210. Survey of American Film 3 credits
Introduction to narrative fiction film as art and entertainment in the American social context. Aesthetic principles applied to film genres from the silent era to modern color/sound productions.

THTR 220. Topics in Theatre 1 - 3 credits
Topic varies each semester. Depending on topic, explores critical and literary aspects of theatre, new forms of drama and performance, technical and design break through and applications techniques. Recommended: THTR 202.

+THTR 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. Recommended prerequisite: THTR 304.

+THTR 307. Advanced Acting 3 credits
Analysis of a character's ideas, emotions, purposes of being and relationship to others. Prerequisite: THTR 105 or 205, or instructor permission.

THTR 309. Costume Design for the Theatre 3 credits
Acquaints the student with the knowledge and methods to organize, plan and design costumes for a theatre production. Students are given the basic methods of costume cutting and construction and are provided with an understanding of costume history. Prerequisite: THTR 202 or instructor permission.

THTR 312. Directing 3 credits
Basic principles of directing theory and technique. Includes play selection, interpreting script, tryouts, casting rehearsal, and performances. Prerequisite: THTR 202, 105 or 205.

THTR 313. Stage Lighting 3 credits
This course will familiarize the student with the

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

knowledge and abilities to organize and execute a lighting design for a production. We will be looking at combining the equipment with aesthetic sensibilities to create an atmosphere appropriate for the production. Prerequisite: THTR 209 or permission of instructor.

THTR 314. Scenic Design for Stage 3 credits
Production design from concept to execution. Prerequisite: THTR 209 or permission of instructor.

+WI-THTR 315. Survey of Classic Dramatic Literature 3 credits
Survey of classic dramatic literature from fifth century B.C. to 1900.

+WI-THTR 316. Survey of Current Dramatic Literature 3 credits
Survey of dramatic literature written from 1950 to the present.

THTR 317. Introduction to Musical Theatre 3 credits
Cross-discipline course providing musical and theatre background for music and theatre majors. Explores areas common to both disciplines and enables students to share strengths. Helps students develop basic and more advanced skills in the musical theatre and gives a broad knowledge of the medium.

THTR 320. Topics in Theatre 1–3 credits
Topic varies each semester. Depending on topic, explores critical and literary aspects of theatre, new forms of drama and performance, technical and design break through, and applications techniques. Recommended: THTR 202.

+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. Recommended: THTR 202.

THTR 380. Junior Seminar 1 credit
This course is designed to prepare the students exit portfolio. Including resume, examples of progression of work, evidence wide range of participation in department's productions. Prerequisite: Junior standing or permission of department.

+THTR 385. Theatre in London 3 credits
Survey of the theatre of London, past and present. This course is designed to meet one week on the SAU campus preparing students to see and appreciate London, England's theatre experience. The final two weeks of the course are held in London, with the possibilities of out-of-town trips. London's fine arts history will also be explored through plays, museums, tours and lecture/discussions.

+THTR 386. Irish Theatre 3 credits
The purpose of this course is to provide the student with an introduction to Irish dramatic literature and Irish theatre. The history of Ireland will also be studied in order to place plays and playwrights in a historical context. This course may include a two-week residency in Ireland to attend plays and study the Irish theatre culture.

THTR 392, 393. Independent Study in Theatre 1–3 credits
Research and paper, or practical exercise, such as design and execution of design for a major production.

THTR 399. Internship in Theatre 3–5 credits
Work experience with professional supervision in one or several facets of theatre, including management, set design and construction, production-direction, acting, costuming, advertising, and public relations. Pass/No Pass course.

THTR 480. Senior Seminar 1 credit
This course is designed to prepare the students exit portfolio. Including resume, examples of progression of work, evidence wide range of participation in department's productions. Prerequisite: Senior standing or permission of department.

Theology

The Theology Department is the academic focal point of St. Ambrose University as a Catholic institution of higher learning. Together with the Philosophy Department it attempts to provide students and faculty an opportunity to come into contact with the rich tradition of the Catholic/Christian community as well as the contemporary developments and vision rooted in the renewal of the Second Vatican Council. It attempts to communicate the discipline of theology as a speculative science (faith seeking understanding) and at the same time to meet both the needs of the individual through courses in morality, worship, prayer, and spirituality, and the faith community by providing courses in pastoral theology, ministry, social justice and ecumenical studies. The Theology Department forms part of the College of Arts and Sciences and helps provide the general educational requirements for all students. Through the Chair of Catholic Studies together with other university departments it helps sponsor noted lecturers on campus for the benefit of students, faculty and administration.

With a broad range of courses in scripture, systematic and moral theology, church history, pastoral theology, and liturgical/sacramental theology, the department offers both a theology major and minor. It combines the theoretical, practical, and pastoral aspects of theology as a basis for a ministries concentration within the theology major. The department also works closely with the Master of Pastoral Studies program through faculty and source sharing. In addition, the Theology Department provides our college seminarians with the theological foundations necessary for the major seminary. Continuing the tradition of the university's emphasis on issues of justice, peace, and social teaching of the Catholic Church, the Theology

and Philosophy Departments jointly sponsor an interdisciplinary Minor in Peace and Justice.

Mission

The primary mission of the Department of Theology is to introduce undergraduate students to the foundations of their religious beliefs and practices. The courses are founded upon Judeo-Christian Revelation and experience of faith, grounded in the Roman Catholic Tradition of theological inquiry and growth in faith. The Theology Department is committed to ecumenical diversity, theological investigation, social justice, and ecclesial dialogue. Our faculty and courses strive to support the mission of St. Ambrose University by: 1) implementing the General Education program in leading students to the study of religion and theology as an academic discipline; 2) teaching students critical awareness and reflection upon the problems and challenges of mature religious faith; 3) acquainting students with a diversity of Christian/Catholic theologies as they impact all of human life; 4) incorporating into our Catholic theology courses an ecumenical dimension and spirit of renewal made normative by Vatican Council II; 5) educating the whole person—body/mind, and spirit, to heighten our conviction that all human beings have absolute dignity; 6) grounding Catholic theology courses on the well-defined history of social teaching and social responsibility within the Church and the tradition of peace and justice engagement at St. Ambrose University.

Theology Major

By actively participating in our theology courses, students will become knowledgeable in our Christian/Catholic understanding of a faith relationship to God and humanity. Majors will be assured of an open, respectful, supportive, and creative environment in which to engage the doctrines, traditions, and future challenges of articulating our faith experience. Majors are introduced to a balanced and thorough curriculum

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

defined by ongoing theological and spiritual development implementing scholarly tools of research and methods of analytical and critical thinking. While grounded in the Judeo-Christian tradition students are encouraged to engage other religious traditions with reverence and through dialogue. Ultimately the major and minor in theology equips students to grapple with fundamental questions of truth, faith, value, growth, renewal, and engagement. Courses not only explore the full dimension of human experience but challenge students to seriously investigate the most sacred and transcendent qualities of life.

Professional Development

Vatican Council II named the generations of the new millennium as “The Age of the Laity.” Our theology majors are offered unlimited opportunities of leadership and service to the Church and humankind. A variety of Church careers, such as youth ministry, religious education/ spiritual formation, ecclesial/pastoral management, liturgy and music are given a solid foundation in the undergraduate program, preparing students for the possibility of future graduate work in the Master of Pastoral Studies program.

Requirements for a Major: 31 semester credits in theology including THEO 101, 201, 202, 215, 307, 308, 411; one course each in moral theology and systematic theology. Majors are also required to do one credit in Service Learning. Majors must also maintain a B average in theology courses with no grade lower than a C.

Requirements for a Minor: 15 semester credits of theology including THEO 101, one course each in scripture, moral theology and systematic theology.

Requirements for a Concentration in Youth

Ministries: THEO 101, 201, 202, 215, 260, 390, 391–399; PSYC 294; SOC 399 (two semester credits); THEO 307 and 308 recommended.

Catholic Studies Minor: See Catholic Studies sec-

tion.

Peace and Justice Program: See Peace and Justice section.

THEO 101 or one other introductory level course in theology is a prerequisite for all upper-level (300–400) courses. In unusual circumstances, courses can be taken without the prerequisite with the consent of the department chair. More than one introductory level course may be used to fulfill the general education requirement.

Course Descriptions

+THEO 101. Introduction to Theology 3 credits

The course is divided into two parts. The first explores the fundamental issues in Christian theology; revelation and faith, the role of the Bible in theology, the Church and the churches. Part two explores how Christians ought to respond in the moral and spiritual life because of their faith in Jesus Christ.

+THEO 201. Introduction to the Old Testament 3 credits

Interpretation of Hebrew and Septuagint Old Testament, attempting to understand what the ancient writers intended to convey. Emphasis on various authors appearing in Old Testament.

+THEO 202. Introduction to the New Testament 3 credits

Introduction to principles of interpretation of New Testament and survey of themes and theologies of New Testament books.

+THEO 215. Introduction to the Sacraments 3 credits

The life of the Church as expressed in ritual worship is treated from the historical, theological, and pastoral viewpoints. It encompasses the Church’s discipline for the celebration of the seven sacraments as well as the sources and interpretation of sign and symbol within the sacramental system.

+WI-THEO 219. Introduction to Moral Issues 3 credits

Includes theories of moral development, basic principles of moral theology and discussion of current moral issues.

+THEO 240. Introduction to Black Theology 3 credits

Demonstrates historically how Blacks and minorities have appropriated the truth of Christian Gospels given and interpreted for them by their oppressors. It challenges participants, in particular the African-American community, to express their own contemporary theology in a language and way that speaks to present day needs, experience, values and faith commitments.

+THEO 245. Catholicism in America 3 credits

General history of the Catholic Church in America as an institution and a people. Special emphasis on how Catholics lived their faith and how their faith was affected by the American experience. Recommended: HIST 111, 112. (Same as HIST 245)

+THEO 250. Introduction to Comparative Religions 3 credits

Introduction to five major religions of the world, their cultural/social foundations, spirituality, and contemporary ritual celebrations. Concentration on Buddhism, Judaism, early Christianity, Islam, and Hinduism.

+THEO 255. Religion in America 3 credits

Through a consideration and analysis of the religious history and the unique experiences of the various churches, religious sects, and religious, spiritual and philosophical movements within the United States, this course explores the unique character of the American religious experience and examines America's pluralistic religious tradition. Special attention will be given to current

religious issues in America.

+WI-THEO 260. New Directions In Ministry 3 credits

A foundation course in pastoral theology examining significant trends taking place within the Church with regard to ministry, the identity of ordained and non-ordained ministers, as well as various forms of collaborative ministry. It stresses the historical, pastoral, and spiritual foundations of Christian discipleship, emphasizing a vision of ministry for the new millennium.

+THEO 300. Contemporary Theological Issues 3 credits

This course will survey and study examples from five current movements in theology: ecumenical, liberation, Black, feminist, and Christian pacifism. It will focus on how those movements grow out of and challenge the Christian theological tradition.

+THEO 301. Jesus Christ: His Person and Mission 3 credits

Study of Jesus Christ as both divine and human. Sources of revelation as interpreted by contemporary systematic theology and psychology.

+THEO 302. Interdisciplinary Seminar on Peace and Justice 3 credits

This seminar is coordinated by faculty from theology and philosophy with an instructor from another discipline often invited to participate. Part of the interdisciplinary minor in peace and justice. (Same as PHIL 302)

THEO 303. The Theology of St. John 3 credits

John's theology discovered by a reading and interpretation of his writings. Prerequisite: THEO 202 or instructor permission.

THEO 304. The Theology of the Synoptic Gospels 3 credits

Major themes and detailed interpretation of the first three Gospels: Matthew, Mark and Luke. Prerequisite: THEO 202 or instructor permission.

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

THEO 305. The Theology of St. Paul 3 credits
Pauline theology discovered by a reading and interpretation of his writings. Application made to modern religious questions. Prerequisite: THEO 202 or instructor permission.

+THEO 306. Peace and Nonviolence in Comparative Scriptures 3 credits
Studies selections from the Scriptures of Judaism, Christianity, Islam, Buddhism, and Hinduism that address peace and nonviolence. Introduces students to methods of reading scriptures in their historical and cultural contexts, as well as investigating a range of subsequent interpretations and applications. Teachings of other religious traditions will also be surveyed.

+WI-THEO 307. History of Christianity: Early and Medieval 3 credits
The Church and Western society in the early and medieval periods. (Same as HIST 307)

+WI-THEO 308. History of Christianity: Reformation and Modern 3 credits
The Church and society from the Reformation through the modern age. (Same as HIST 308)

+THEO 309. Prayer, Spiritual Life and Liturgy 3 credits
Examination of the historical patrimony of writing on prayer and the spiritual life. Serious attention is given to the full meaning and process of growth in holiness. Particular emphasis will be placed on the eucharistic liturgy as the source and summit of personal/communal prayer, as well as authentic ways of celebration.

+THEO 310. Music and Liturgy 3 credits
Introduces liturgical music of the past and present and gives a practical knowledge of how, why, and when to use it. Practical experience in liturgical planning. Prerequisite: Instructor permission. (Same as MUS 310)

+THEO 311. Environmental Ethics 3 credits
Discusses environmental issues, analyzes the various philosophical and theological responses, calls for an evaluation of those responses and

challenges students to draw their own critical conclusions. Prerequisite: Introductory philosophy or theology course. (Same as PHIL 311)

+THEO 312. Rome and Christianity 3 credits
Requires international travel. Consists of an interpretive exploration of the city of Rome and other sites of interest in Italy with an eye toward understanding the theological development of Christianity particularly in its sacraments, liturgy, martyrology, and doctrinal hierarchy. Course notes and readings supplement the cities museums, galleries, archeological sites and public monuments as the primary educational tools.

+THEO 313. Celtic Spirituality 3 credits
Studies Celtic spirituality from its earliest pre-Christian origins through contemporary times. Sources include key texts, art and artifacts, which function to introduce students to key themes that are inherent in Celtic spirituality. Students will be asked to consider these key themes and evaluate the contributions of Celtic spirituality to contemporary theological discussion.

+THEO 315. The Church: Its Meaning and Mission 3 credits
Current theological thought on the faith community as it actualizes itself in the modern world.

+THEO 317. Problems of Faith, Theological Anthropology 3 credits
Examination of the human being as the perceiver of God. Takes into account the question of doubt and the historical and cultural development of the person as one open to the transcendent.

+THEO 340. Women Theologians 3 credits
Focus on selected readings from contemporary women who are recognized for their contributions in the field of Christian Theology. It will also look briefly at some women from earlier centuries of Christian history. Class conducted primarily as a seminar with emphasis on class discussion.

+THEO 345. Introduction to Religions of the West

3 credits

Presents three religions known as “Peoples of the Book.” Judaism, Christianity, and Islam are defined as monotheistic religions. Examines four basic foundations of all three religions: Creed, basic beliefs and theological positions; Code, ethical/moral dimensions of faith; Cult, the practice of prayer, rituals, and worship, and Community, the cultural, social, geographical, religious, and spiritual dimensions unique in all ethnic populations and every religion.

+THEO 346. Introduction to Eastern Religions

3 credits

Examines oriental spiritual traditions that may be non-theistic or polytheistic in nature. Four religions will represent this oriental tradition: 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/moral dimensions of faith; Cult, the practice of spiritual disciplines, such as meditation, yoga, Tai Chi, prayer, rituals, and Bhakti devotion; and Community, all the cultural, social, geographical, religious, and spiritual dimensions unique to these Eastern traditions.

+THEO 350. The Protestant Perspective

3 credits

Introduction to spirit and forms of Protestantism, with consideration of historical perspectives, and emphasis on theological and ecclesial development.

+THEO 354. The Jewish Perspective

3 credits

Examines perspectives on Jewish life and thought. Topics may include Jewish theology, worship, writings, personages and the fundamentals of Judaism.

THEO 362. Social Justice

3 credits

Church teaching on social justice since Leo XIII. Application of principles to contemporary issues such as discrimination, capital punishment, warfare, peace and nonviolence, poverty and hunger.

+THEO 365. Theology of Christian Marriage

3 credits

Examines the fundamental factors governing the contemporary experience of married life. Deals with principles and beliefs which enhance the Christian understanding of covenant love as celebrated in the Christian/Catholic sacrament of marriage.

THEO 370. Special Topics in Theology

1–3 credits

For students with special interest in theology. Students organize a reading program with the guidance and approval of the instructor.

THEO 375. Special Topics in Scripture

3 credits

Study of a particular aspect of the thought of the Old or New Testament. May be offered as a class or as individual directed study. Prerequisite: THEO 201 or 202, depending on the nature of the special topic.

THEO 390. Sharing Faith: Contemporary Catechesis

3 credits

Principles of faith sharing according to 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.

THEO 399. Ministry Internship

1–6 credits

An off-campus experience in ministry with a strong educational component. Includes a beginning and ending six-session seminar with a ten-week supervised parish apprenticeship. May be taken for a “regular” grade or pass/fail. Offered in cooperation with the Diocese of Davenport.

THEO 401. Bioethics

3 credits

Study of the intricate relationship among science,

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

medicine, law, and ethics today. Prerequisite: A basic course in moral theology, ethics, or instructor permission.

+THEO 403. The Holocaust 3 credits

Study of the historical event known as the “Holocaust.” After a brief overview of the history of anti-semitism, attention will focus on conditions which gave rise to Nazi anti-semitism, the “Final Solution,” and Jewish existence in the Nazi ghettos and death camps. Jewish resistance, the help of “Righteous Gentiles,” and ethical issues addressed by post-Holocaust theologians will be considered.

+THEO 404. The Catholic Perspective 3 credits

Study of the qualities and characteristics, the philosophy and theology that distinguishes the Catholic perspective from others within the human family, among the religions of the world, and as a part of the broader Christian community. Prerequisites: HIST 307, 308, or instructor permission.

+THEO 409/MPS 571. Christian Mystical Tradition 3 credits

Explores the soul’s process of passing from “ordinary” prayer to the contemplative and mystical life and the characteristic stages of that evolution. Presents a “Summa” of contemplative/mystical prayer treated in a few of the original sources or writings in the Christian mystical tradition. Prerequisite: THEO 309 or instructor permission.

THEO 411. Senior Seminar in Theology 3 credits

This capstone course for senior theology majors challenges them to create a synthesis and integration of various theological disciplines utilizing tools of theology method, theological reflection and personal integration. Requires in depth research and writing of various themes determined by collaboration between student and professor. The research, writing, and oral delivery of completed research/integration projects serves as a means of assessing both theological competen-

cy and faith growth. Focuses on a synthesis of four areas of required theological study, i.e. biblical, historical-systematic, moral, and sacramental-spiritual.

THEO 444. Art of Christian Pastoral Counseling 3 credits

An introductory survey of the dynamic principles of theology, tradition, and applied pastoral skills and experience within the Christian tradition. Prerequisite: PSYC 342 or instructor permission.

THEO 450. Theology of Eucharist 3 credits

The Authors of “The Constitution on the Sacred Liturgy,” in the Documents of Vatican II have defined the Eucharist as “the summit and means by which all the prayers of the church are directed. Eucharist is the core mystery and sacrament of Christ’s Incarnation presence in the church and in the World.” Sacrosanctum Concilium states: “The eucharistic liturgy is thus the outstanding means by which the faithful can express in their lives, and manifest to others, the mystery of Christ and the real nature of the true church. It is of the essence of the church that she be both human and divine, visibly and invisibly endowed, eager to act and yet devoted to contemplation, present in this world and yet not at home in it (S.C.I.2).” This course will explore in detail the theological, spiritual, and pastoral implications of Eucharistic doctrine outlined in the entire document on the Liturgy. Special emphasis will be placed on exploring the theological and pastoral dynamic of Eucharist as “sacrifice” and as “meal.” The ultimate goal of the course is to challenge students to investigate the possibilities of Eucharist as a transforming power in the world, secular and sacred.

Certificate in Youth Ministry

The Certificate in Youth Ministry Studies is a ministry-education program for those in ministry with youth, ages 8 to 18, in both parish and school settings. It equips leaders with the knowledge, skills, and practical tools and techniques

needed for creative and comprehensive ministry with you. The program includes eight courses. The primary aim is to promote personal, spiritual, and ministerial growth. Courses will be offered on SAU Campus during two separate weekends in June and July.

THEO 391. Practices of Youth Ministry 1 credit

Develops practical principles for ministry with youth drawn from psychology, sociology, culture, family, and social trends which are relevant for ministry with youth.

THEO 392. Principles of Youth Ministry 1 credit

Deepens and expands understanding of the theological foundations of Christian ministry and of contemporary spirituality for ministry. A contemporary view of the mission and ministries of the Church will integrate theological and historical analysis. Course concludes by exploring the future direction of Church ministries.

THEO 393. Fostering the Faith Growth of Youth Through Evangelization and Catechesis 1 credit

Develops skills for evangelizing and storytelling, organizing a catechetical curriculum for younger and older adolescents, and creating learning experiences that respect the learning styles of adolescents from different cultures.

THEO 394. Fostering the Faith Growth of Youth Through Justice and Service 1 credit

Explores the foundations of fostering a justice and peace consciousness and spirituality in youth drawn from theology and scripture, social analysis, and adolescent development. Develops principles and skills for creating educational programs, service/action projects, and infusion strategies for justice, peace and service.

THEO 395. Fostering the Faith Growth of Youth Through Prayer and Worship 1 credit

Explores the interrelationship of growth in faith and spiritual development. Includes an analysis

of adolescent spirituality and spiritual development, and of the contexts and approaches for nourishing the spiritual growth of youth.

THEO 396. Foundations for Ministry Leadership 1 credit

Presents principles for doing youth ministry in a multi-cultural society and church. Special emphasis is given to a basic understanding of culture, the dynamics of cross-cultural contact at the systemic and interpersonal level, cross-cultural communication, and the problem of prejudice. Specific issues facing youth of various cultures in the U.S. and models of multi-cultural youth ministry will be treated so as to enable youth ministers to more effectively work with youth from their own and other cultural groups.

THEO 397. Skills for Christian Leadership 1 credit

This course is a practical guide to working effectively in identifying, enabling and exemplifying talent, gifts, skills in self and others. Principles of leadership will be examined as both temporal and spiritual. The purpose of the course is to empower the participants spiritually in order to recognize the operative gifts of the Spirit in themselves and others. It will provide students with a vocabulary and tools to minister in their respective churches effectively and skillfully.

THEO 396. Fostering the Faith Growth of Youth through Pastoral Care 1 credit

This course approaches the ministry of care as a service to individual persons, those ministering to them, and the broader service of the Church and world. The course develops a theoretical and practical interpretation of the meaning of pastoral care within the context of the Judeo-Christian faith tradition. In combining theory and practice the course will introduce students to the multi-dimensions of pastoral care within a variety of ministries, more specifically in youth ministry. Emphasis will be placed on communication and listening skills, assessment of symp-

+ = Applicable toward general education degree requirements

WI = Writing intensive course

toms, crisis, and conflict while demonstrating the potential for spiritual and psychological change within a process of transformation, utilizing the power of freedom, creativity, community, relationship, and redemptive love.

Women's Studies

Students pursuing a women's studies minor must select a mentor from members of the Women's Studies Advisory Committee. The mentor will guide and direct the student in selecting courses.

Requirements for the Interdisciplinary Minor: (18 credits) including WMST 201, 390. At least six credits from: ENGL 222, PSYC 203, 312, SOC 322, THEO 340, WMST 310, 315. Up to six credits from: MGMT 325, COMM 203, ENGL 304, HED 207, HIST 240, 336, 337, 338, SOC 310, SVLN 201, THEO 300, 362, WMST 350.

Course Descriptions

WMST 201. Women's Studies: A

Cross-Cultural Introduction 3 credits
Provides an overview of topics and approaches that mark women's studies across disciplinary and cultural boundaries.

WMST 310. Topics in Women's Studies 3 credits

Explores a particular issue related to women and/or gender in an interdisciplinary setting.
Prerequisite: Instructor permission.

+WMST 315. Latin American

Women's Issues 3 credits
Explores the challenges and the opportunities faced by Latin American women of the past and present. Prerequisite: Sophomore status.

WMST 350. Independent Study 1–3 credits

Directed individual reading, research and/or writing on topics approved by the Women's Studies Advisory Committee. Prerequisite: Instructor permission.

WI-WMST 390. Women's Studies

Seminar 3 credits
The capstone experience in the program.
Provides an opportunity for scholarly research and writing in an interdisciplinary setting.
Prerequisites: WMST 201 and six credits of course work in the minor, or instructor permission.

Graduate Information

Academic and General Information

Degrees

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

Master of Accounting

Master of Business Administration

Master of Business Administration in Health Care

Master of Criminal Justice

Master of Criminal Justice in Juvenile Justice Education

Master of Education in Disability Services

Master of Education in Educational Leadership

Master of Education in Special Education

Master of Information Technology Management

Master of Occupational Therapy

Master of Organizational Leadership

Master of Pastoral Studies

Master of Social Work

Doctor of Business Administration

Doctor of Physical Therapy

Degree Requirements

Each graduate program has its degree requirements listed with the curricula and course descriptions immediately following the graduate information section of the catalog.

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.

Graduate Education Academic Policies

The following are minimal policies and procedures which apply to all St. Ambrose University graduate programs, and which were approved by the St. Ambrose University Graduate Council.

Each program has additional policies which are explained in that program's admissions packet. In addition, some programs have a student handbook which provides additional information.

Admission

1. To be considered for admission to most graduate programs as a regular student, the applicant must be a bachelor's degree recipient from an accredited institution (exceptions to this are the Doctor of Physical Therapy and Master of Occupational Therapy.) The Doctor of Business Administration requires a master's degree. Beyond this, each departmental program has its own specific requirements for admission which are detailed in the departmental admission application packet.
2. The application procedure is as follows:
 - Obtain application packet from program of interest. Complete application forms and return them to the program of interest, along with the non-returnable application fee.
 - Request that the registrar of each college or university attended send official transcripts directly to the program of interest.
 - Take any examinations required by the program (GRE, GMAT, etc.) and have the results sent to the program of interest.
 - Fulfill any additional program requirements and have the items sent to the program of interest (such as letters of recommendation or a personal statement).
 - Applicants whose native language is not English must supply results of an English proficiency exam. Usually, the Test of English as a Foreign Language (TOEFL) is submitted. A minimum TOEFL computer score of 213 (550 paper score) is recommended by the Graduate Council, but requirements will vary by program. For additional information see the International Student Admissions section.
 - Admission deadlines vary by program.

Graduate Level Grading System

The Graduate Council has approved the following as the acceptable description of grades and grade quality points. Some programs may not use the entire range of grades. Students should refer to their program's student handbook for grading policies specific to their area of study.

A	Superior performance
A- ; B+, B	Suitably proficient performance
B-; C+, C	Marginal performance
C-; D	Unsatisfactory performance
F	Failure
P	Passing work completed in a course where the student is registered Pass/No Pass
NP	Not passing work completed in a course where the student is registered Pass/No Pass

Note: With regard to "P" and "NP" grades, a "P" grade would indicate work equivalent to an A, B, or C. An "NP" grade would indicate work equivalent to a D or F. If further clarification of a "P" or "NP" grade is required, such as when a student transfers coursework to another program or institution, the student should consult with the director of the program in which she or he earned the Pass/No Pass grade.

W	Withdrawal from a course (not a grade)
WF	Withdrawal from a course while doing failing work
WP	Withdrawal from a course while doing passing work
Incomplete	Student does not complete all course requirements (grade must be amended in accordance with regular university and graduate program policies.)
IP	In Progress work (for students in courses that are not expected to be completed within the normal semester, i.e. Special Education Thesis. See explanation below.)

Note: An "IP" grade is to be used with courses that are not expected to be completed within a regular academic semester. Courses seeking to use this grade are approved by the Educational Policies Committee. Courses approved to use this grade have a notation within their course description. The requirements for use of this grade are as follows:

1. Completion of course work is limited to one academic year from date of enrollment.
 2. This grade will carry "Resident Credit" that can be used to meet financial aid and loan deferment requirements for one academic year from date of enrollment.
 3. Satisfactory progress has to be confirmed by the department chair at the beginning of each semester within the academic year.
 4. If the work is not completed within one academic year, the student will have to re-enroll in the course and accept all financial consequences of this action.
- X Absence from the final examination (a schedule of completion is to be worked out in accordance with regular University and graduate program policies.)

AU Course taken on audit basis

Grade Quality Points

A	= 4.00
A-	= 3.75
B+	= 3.50
B	= 3.00
B-	= 2.75
C+	= 2.50
C	= 2.00
C-	= 1.75
D	= 1.00
F	= 0.00

Good Academic Standing

A “B” (3.0 point) average or above is to be maintained in all course work to remain in good academic standing. Individual programs may have requirements in addition to this. Consult the departmental admission packet for information on your program.

Failure to meet these academic requirements will cause a probationary status. Students need to remove themselves from probation within two consecutive semesters.

A student dropped for academic deficiency may appeal to the appropriate program director according to each program’s policy.

A 3.0 grade point or above is required to graduate.

Full-time and Part-time Status

For financial aid, the Registrar certifies a graduate student with a class load of nine semester credits as a full-time student, one with six semester credits as a three-quarter time student, and one with three credits is considered as a part-time student. For the summer session, a class load of three credits is considered full time.

Re-taking Coursework

A student may retake on a one time only basis, any course with a “C” or lower grade. The repeat may be from another accredited institution (pre-approved in writing by the departmental program director) or through pre-approved course work at St. Ambrose. No more than two courses may be retaken. Students should refer to their departmental program student handbook for policies specific to their area of study.

Transfer Credits

Transfer policies vary across departmental programs, and each program has its own rules. Transfer credits must be from an accredited program. Additional information is available in the department of interests application packet.

Experiential Learning Credit / Credit Through Examination

Some departments acknowledge the role of prior

experiential learning by awarding a limited number of credits for documented learning (documented through exam or portfolio preparation). Check with the director of the program of interest for specific information.

Criminal Record Check

Many departmental programs have policies regarding individuals convicted of a felony or with a criminal record. Students should refer to the departmental admissions packet for information.

Application materials for those programs requiring a criminal record check, generally require students to complete a form indicating that they have read the departmental policy, and return the signed form with their admissions materials.

Review of Academic Progress

Each program has its own policy for handling academic review of students on academic probation and related appeals. In addition the Board of Studies reviews student grades.

Change of Registration

Students wishing to change their registration must record it officially on the appropriate form in the Office of Records and Registration, or the student will receive an “F” in the unofficially dropped course and there will be no credit for the unofficially added course. It is the student’s responsibility to inform the appropriate graduate office and confirm that the change has been recorded in Records and Registration.

During a 15-week academic semester, if a course is dropped between the first week and the end of the fourth week of class, no grade is officially recorded. During sessions, which are less than 16 weeks, the time periods are prorated for withdrawal.

If a course is dropped between the end of the fourth week and the end of the 10th week, the grade of “W” (Withdrawal) is officially recorded. If a course is dropped after the 10th week, the change is officially recorded as “WF” (Withdrew Failing) or “WP” (Withdrew Passing) as determined by the instructor.

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 the 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.

Research, Theses, and Comprehensive Exams

Research, theses, dissertations, and comprehensive examination requirements are established by the individual graduate programs within the University. Graduate departments see that theses and dissertations are consistent in style and format, suitable for publication, binding, and permanent storage in the O’Keefe Library.

Certification for Degree Completion

The graduate department completes a degree audit which states the student has completed the degree requirements. This degree audit is then reviewed by the Office for Records and Registration which verifies degree completion for the student’s official record and for graduation. The Office for Records and Registration asks that students submit an application for graduation one year before the date of planned completion of requirements for graduation. Late applications will be accepted by the office up to three months before graduation day.

Disabilities Services

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

Services may include readers, scribes, notetakers, sign language interpreters, alternate exam arrangements, advocacy, academic advising, books on tape, screening and referral for diagnosis of a disability, and liaison with other university and state agencies. A learning disabilities specialist and

graduate assistants provide one-to-one learning skills instruction. The University also has a FM hearing assistance system for use in the Galvin Fine Arts Center and Christ the King Chapel. Personal transmitters and receivers are available for use in the classroom.

Services and accommodations are not limited to those listed above. Students are encouraged to meet with the coordinator of Services for Students with Disabilities to discuss services that will allow equal access to the opportunities provided by the university.

Policies Regulating Academic Honesty

“**Plagiarism**” involves submitting work prepared outside of class that is not entirely the student’s own, such as papers, reports, and oral presentations.

“**Simple plagiarism**” refers to the occasional use of words or ideas from outside sources without documenting these sources. As a possible penalty, the instructor may require the work to be resubmitted with documentation and/or require the student to work on documentation at the Student Success Center.

“**Aggravated plagiarism**” refers to purchasing a paper, having another person write a paper, or extensive copying of words or ideas from outside sources. Possible penalties range from having to resubmit the assignment to receiving a grade of F for the course.

“**Cheating**” refers to dishonesty in classroom examinations.

“**Simple cheating**” refers to occasional copying from another’s paper during an examination. As a possible penalty, the student may be required to retake the examination.

“**Aggravated cheating**” refers to the use of “crib” notes or extensive copying from another’s paper. As a possible penalty the student may receive an F on the examination or receive a WF or F for the entire course.

“**Organized cheating**” refers to the use of a stolen examination and to any attempt to change a grade by dishonest means, such as changing scores

in an instructor's grade book. As a possible penalty the student may be suspended from the university for one semester, and serious cases may result in expulsion from the university.

Little distinction is made between the student who is actually guilty of academic dishonesty and anyone who aids the student by such action as providing a copy of a stolen examination, or by writing a paper for another student.

An instructor and the university can change a student's grade at any time, even after a course has been completed if the student has committed an act of academic dishonesty.

The following process will be used to investigate acts of cheating or plagiarism and to implement the suggested penalties:

1. An investigation may be initiated by a professor or a student or parties who have reason to believe an offense has taken place. Students or others need only notify the professor, the department chair, the appropriate college dean, or dean of students, either verbally or in writing, that they think a violation has taken place. Names of those supplying information will be held in confidence by the university.
2. The professor may pursue the matter either informally or formally. The professor may confront the student with the charge informally and suggest a sanction that the professor feels is appropriate. The student may either accept the sanction or may request a formal hearing before the SAU Judicial Board.*
3. The professor or the student may pursue the investigation formally through the office of the dean of students and the Judicial Board. This method is suggested for those charged with organized cheating or aggravated plagiarism, for example, those who may have supplied a paper or sections of a paper to another student and who may or may not be enrolled in the class in question.
4. The dean of students will give written notice to the individual(s) involved within 24 hours of the complaint, and the student will be

given 48 hours to prepare a defense. The Judicial Board will determine guilt or innocence in each case. In those cases where the student is guilty, the Judicial Board will apply a penalty taken from these guidelines, taking into consideration the recommendation of the professor. The ruling of the Judicial Board may be appealed to the vice president for academic affairs, whose ruling will be final and binding.

*The Board is made up of three professors (the three elected members of the Faculty Grievance Committee, with ex-officio members serving as alternates), and three students elected by the Student Government Association.

Graduate Commencement Policy

Graduate students can participate in commencement upon certification by a graduate program director. Each program will develop its own policy regarding whom may participate in commencement, and upon approval by the Educational Policies committee, publish it in the program's handbook.

Graduate Student Government

All registered graduate students are eligible to serve in the Graduate Student Government Association (GSGA). The GSGA elects its officers and meets monthly, representing student concerns, planning student activities and providing certain services to the graduate students not otherwise provided by the university administration and staff.

Graduate Expenses

Tuition and fees vary by program. Contact the program director for current information.

Tuition Refunds

Students are obligated for the full amount of tuition for which they are registered, subject to the refund schedule. For information on the tuition refund schedule, contact program office, the Records and Registration Office, or the Student Account Services Office.

Graduate Programs

Master of Accounting

College of Business

With the ever-changing environment in business due to technological advances, environmental changes, international competition, as well as government and tax regulation, today's accountant must be prepared to meet the challenges of clients and other professionals. In order to be successful in this environment, the accountant needs to be professionally oriented, socially conscious, and academically prepared. The Master of Accounting program prepares individuals for professional careers and ultimately for leadership positions in today's business world. In addition, in many states, those desiring to become certified as a Certified Public Accountant (CPA) must have 150 hours of college education. A natural extension in the pursuit of this requirement is, and will continue to be, graduate education in the field of accounting.

Master of Accounting Program

The Master of Accounting program (MAcc), nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP), is an interdisciplinary program. The 30-hour MAcc degree has the flexibility to accommodate students with a variety of educational backgrounds and career objectives. Students have the choice of taking nine to fifteen of the graduate credit hours required for the MAcc degree in the MBA or other graduate programs. Student have the option to earn their degree in either an accelerated, a one-year, or a part-time two-year format, all with convenient day and evening class times.

Admission Requirements

Individuals with a bachelor's degree in any field from an accredited institution may apply to the Master of Accounting program.

- Those with undergraduate accounting degrees have fulfilled all prerequisites. Those with other undergraduate degrees must fulfill pre-

requisite requirements.

- Official transcripts from each undergraduate and graduate school attended must be sent to the College of Business Graduate Office.
- Candidates for the MAcc program must submit an official score from the Graduate Management Admissions Test (GMAT). No GMAT score older than five (5) years is accepted.
- The candidate must achieve a minimum score of 1100 on the admission formula (calculated by multiplying the undergraduate grade point average by 200 and adding the GMAT score) to be fully admitted to the Master of Accounting program.

Admission Status

Students may be admitted for the fall, spring, or summer semesters.

1. Full Admission. The student's file is complete. The College of Business Graduate Office must have received; an application with the non-refundable application fee; official transcripts; and an official GMAT score, not older than five (5) years. A minimum admission formula score of 1100 points is required.
2. Conditional admission may be granted when the student's file is incomplete. The College of Business Graduate Office must receive the student's official transcripts by the end of the first semester and the GMAT must be taken before the student registers for more than 9 credit hours or for a 2nd term. If these conditions are not met the student may be dismissed from the program.
3. Probationary admission occurs when a student has an admission formula score below 1100. These applications are reviewed for probationary status on a case-by-case basis by the MAcc director. Admission decisions will take into consideration the student's personal motivation to succeed.
4. Special Student Status is granted to students who wish to enroll in graduate level courses,

but are not seeking a graduate degree or credential. Special Status Students are allowed to take up to three graduate courses without declaring a program of study. They are required to follow regular application and registration procedures (except for the GMAT).

Application Procedures

To apply for the MAcc program, submit the following to the College of Business Graduate Office

1. A complete Application for Admission form with the non-refundable application fee. If applying electronically, the fee is waived.
2. In order for the student to register for classes, the College of Business Graduate Office must receive evidence that the student has met the academic admission requirements of the program. Examples of evidence include student copies of transcripts or a copy of their degree diploma. Official transcripts must be on file before a student will be allowed to register for a second semester or session.
3. An official GMAT score. Students will not be allowed to register for more than three (3) courses in their first term and will not be allowed to register for a second term until the official GMAT score is received, and the minimum score of 1100 on the admission formula is met. 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 pro-

gram. A student dismissed from the program due to academic deficiency may reapply for admission after a minimum of one elapsed semester.

Prerequisites

The equivalent of an undergraduate degree in accounting from an accredited 4-year college will meet the prerequisite requirements for the MAcc program.

The prerequisites for other undergraduate degrees include: 24 hours of accounting; 6 hours of economics; 9 hours of business (3 hours of business law; 3 hours of business statistics; and 3 hours of business elective); and 3 hours of college math at the level of college algebra or higher. A candidate may enroll in a Master of Accounting course as soon as the prerequisites for the course, which are listed in this catalog, are met.

Graduate Course Requirements for the Master of Accounting: 30 semester credits including MAC 601, 603 and 609 and a minimum of six semester credits of graduate accounting electives from the following courses: MAC 605, 606, 607, 608, 610, 614, 616, 618, 620, 625; and a maximum of fifteen semester credits of graduate electives which must be approved by the accounting department.

Graduate Course Requirements for the Master of Accounting with a Concentration in Management Information Systems: 30 semester credits including MAC 601, 603, 609 and 608 and a minimum of three semester credits of graduate accounting electives from the following courses: MAC 605, 606, 607, 610, 614, 616, 618, 620, 625; six hours of required graduate systems courses chosen from MBA 780, 781, 782, 783, three hours of elective graduate systems courses chosen from MBA 780*, 781*, 782*, 783*, CSCI 650, 660, 750 and a maximum of six semester credits graduate electives which must be approved by the accounting department.

*May be taken as an elective if not taken as part of the required graduate systems courses.

Course Descriptions

MAC 601. Advanced Financial Accounting Theory & Emerging Issues 3 credits

A study of financial accounting theories such as efficient market hypothesis and equity theories and their treatment in the accounting for pensions, leases, deferred income taxes, and other financial accounting issues. Includes the study of FASB, the Emerging Issues Task Force, SEC, AICPA and other influential organizations. Emphasis on the analysis of pros and cons of alternative treatments. Prerequisites: ACCT 301, 302, or equivalent.

MAC 603. Advanced Managerial Accounting Theory & Controllershship 3 credits

Contemporary managerial accounting models and applications including activity based costing, kaizen costing, target costing, quality costs, JIT, decentralization, and investment decisions. Also discussed are skills requisite for a career as a controller, including accounting and budgeting for management control and performance and evaluation issues. Prerequisites: ACCT 307 or MBA 507, or equivalent.

MAC 605. Advanced Tax Topics 3 credits

A review of the federal tax code as it relates to corporations, partnerships, estates and trusts. includes tax planning to maximize preferential tax treatment. Prerequisites: ACCT 301, 305, or equivalent

MAC 606. Advanced Auditing 3 credits

A critical study of the public accounting profession, structure, and problems. Examination of public accounting issues such as regulation, opinion shopping, legal liability, and audit pricing with particular emphasis on current developments in the profession. Prerequisite: ACCT 304 or equivalent.

MAC 607. Research/Cases in Taxation 3 credits

Covers individual and corporate taxation. Looks

at business problems in a total financial sense including how taxes will impact various alternatives. Tax aspects of corporate mergers, acquisitions, reorganizations, and liquidations are studied along with the state taxation of corporations. Prerequisites: ACCT 301, 302; ACCT 305, 306, or equivalent.

MAC 608. Advanced Accounting Information Systems 3 credits

Study of the design and analysis of accounting information systems, automated data processing methods for independent and internal auditing procedures, and the role of accounting in the management process. Prerequisites: ACCT 301, 302, 312, or equivalent, or instructor's permission.

MAC 609. Research Methods/Report Writing and Communication in Business 3 credits

A study of the examination of methods of inquiry and research and development of competence in professional writing. Includes extensive library research and outside readings in areas of selected accounting literature. Numerous writing projects are required including a major research paper. Prerequisites: ACCT 301, 302, or equivalent.

MAC 610. Advanced Financial Accounting Topics 3 credits

An in-depth analysis of advanced, specialized phases of financial accounting. Topics include consolidations, partnerships, foreign currency transactions, bankruptcy, and Securities and Exchange Commission reporting requirements. Prerequisites: ACCT 301, 302, or equivalent.

MAC 614. The Management Consulting Profession 3 credits

Insights to building and managing a successful management consulting practice. Organized into: the Consulting Profession, the Marketing of Consultant Services, Models and Methods for Consulting, Stages in Consulting, and Key Factors for a Successful Practice. Prerequisites: ACCT 301, 302, 307, or equivalent.

MAC 616. Government and Nonprofit Accounting
3 credits

A study of accounting and financial reporting principles for federal, state and local governments; public and private colleges, hospitals, and other nonprofits. Prerequisites: ACCT 201, 202, or equivalent

MAC 618. International Accounting **3 credits**

A study of financial accounting concepts at the international level. Concepts include foreign currency transactions, interpreting foreign financial statements, presentation of foreign/domestic financial statements, and the role of the accountant in international monetary transactions. Prerequisites: ACCT 301, 302, or equivalent.

MAC 620. Seminar in Graduate Accounting Topics
1–3 credits

An advanced study of specific accounting topics, issues or themes. Topics will be specified each semester. Students may repeat course if it is on a separate topic not previously studied for credit. Examples of topics offered include: Forensic Accounting, Taxation of Closely Held Businesses, and Financial Planning for Clients. Prerequisites: minimum of ACCT 301 and ACCT 302, or equivalent. Other prerequisites vary with topic being offered, subject to instructor's discretion.

MAC 625. Graduate Accounting Internship **1–3 credits**

This course provides student with a practical, real world experience in the field of accounting by working under the supervision of an accounting professional. A research project related to this work experience is required. Pass/No Pass course. Director approval required.

Master of Business Administration

College of Business

The H.L. McLaughlin MBA program is designed to prepare managers and administrators for positions in business and industry as well as not-for-profit organizations. The MBA is a professional degree which is available to students with a bachelor's degree in any major. The College of Business (including The H.L. McLaughlin MBA program) is nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP). It is also a member of the American Assembly of Collegiate Schools of Business (AACSB) and makes every effort to comply with their curriculum and admission guidelines.

The part-time H.L. McLaughlin MBA program, at the Davenport campus and each of its eight locations, provides an ideal educational opportunity for many professionals. They are able to earn a nationally accredited MBA degree by attending class in the evenings (and Saturdays or in the daytime at the Davenport campus) while maintaining a full-time career.

The one-year MBA format is identical to the part-time MBA program in terms of requirements and course work. To complete the MBA requirements in just one year, students take courses during the pre-semester (pre-fall), fall semester, winter interim, spring semester, and summer sessions during the day and/or evenings and Saturdays at the St. Ambrose campus in Davenport and/or evenings at the satellite campuses. Because of the rigorous course schedule, students in the one-year program are encouraged to keep outside employment to a minimum.

Admission Requirements

Individuals with a bachelor's degree in any field from an accredited institution may apply to the St. Ambrose University H.L. McLaughlin MBA program.

- Official transcripts from each undergraduate and graduate school attended must be sent to the College of Business Graduate Office.
- Candidates for the MBA program must submit an official score from the Graduate Management Admissions Test (GMAT). No GMAT score older than five (5) years is accepted.
- The admission formula is calculated by multiplying the undergraduate grade point average by 200 and adding the GMAT composite score. A minimum score of 950 based on this formula is required for fully admitted status.

Admission Status

Students may be admitted for the fall, spring, or summer semesters.

1. Full Admission – the student’s file is complete. The College of Business Graduate Office must have received: an application with the non-refundable application fee, official transcripts, and an official GMAT score not older than five (5) years. A minimum admission formula score of 950 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 and the GMAT must be taken before the student registers for a second term. If these conditions are not met the student may be dismissed from the program.
3. Probationary admission occurs when a student has an admission formula score below the minimum standard of 950 points, or s/he falls below a composite score of 400 on the GMAT. These applications are reviewed for probationary status on a case-by-case basis by the MBA Admissions and Retention Committee. Full admission is achieved upon completion of the first four courses with grades of “B” or better.
4. Special Student Status (Non-Degree Seeking) – students who wish to enroll in graduate

level courses, but are not seeking a graduate degree or credential. Special Status Students are allowed to take up to three graduate courses without declaring a program of study. They are required to follow regular application and registration procedures (except for the GMAT).

Application Procedures

To apply for the MBA program, submit the following to the College of Business Graduate Office:

1. A complete Application for Admission form with the non-refundable application fee. If applying electronically, the fee is waived.
2. In order for the student to register for classes, the College of Business Graduate Office must receive evidence that the student has met the academic admission requirements of the program. Examples of evidence include student copies of transcripts or a copy of their degree diploma. Official transcripts must be on file before a student will be allowed to register for a second semester or session.
3. An official GMAT score.

Students will not be allowed to register for more than three (3) courses in their first term and will not be allowed to register for a second term until the official GMAT score is received. Requests to waive this requirement due to extenuating circumstances must be reviewed by the director of MBA Academic Services.

In order to register for MBA 505 Statistical Methods for Decision Making, the student must have a GMAT quantitative score above the 35th percentile. If initially the score is below the 35th percentile there are two options the student can pursue to meet this requirement:

- a. retake the GMAT and receive a score above the 35th percentile, or
- b. take MBA 500: Mathematics for Management and Economics.

Courses By Examination

Students who have developed a competency in

Financial Accounting (MBA 506), Managerial Accounting (MBA 507) or Macroeconomics (MBA 526) may wish to seek equivalency credit through test-out, the equivalent to an end-of-course comprehensive final examination.

The following process will be followed:

1. To be eligible to test-out, the student must be proficient in the area that s/he seeks to test-out. The student must submit a written request to the director of MBA Academic Services with a detailed explanation of the competency and how it was acquired. A \$100 fee must be submitted along with the request. Note: if the request is not approved, the fee will be returned.
2. The request is reviewed by faculty and approved or disapproved by the director of MBA Academic Services.
3. If approved, the director of MBA Academic Services signs the approval and assigns and notifies an instructor who provides a syllabus to the student and prepares the test.
4. The student has thirty-five calendar (35) days from the date on the letter of notification of approval to complete the competency exam. It is the student's responsibility to contact the College of Business Graduate Office to schedule the exam. Failure to complete the exam within the 35 calendar day period will result in losing the right to proceed with the test-out. S/he will also forfeit the \$100 test-out fee.
5. A test-out form with the assigned instructor's name, phone number, and office number will be completed and sent to the student with attached information regarding the exam (e.g. syllabus) including the text.
6. The assigned instructor grades the exam. If a grade of B or better is earned, the student is granted equivalency credit. The student will be notified of the results and an earned equivalency will be recorded in the student's permanent file as such and will have no bearing on their grade point average.
7. If a student does not successfully complete the

test-out, s/he cannot re-take the exam and must take the course.

Even though a student may test-out of as many as three (3) courses, s/he may only have one (1) pending test-out at a time. Upon completion of the test-out, the student may request to test-out of another course. The test-out can be used to satisfy the prerequisite for another course only when the process is complete and credit is granted.

Academic Status

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 two semesters. For each C grade earned, there must be an offsetting A grade. Only two C grades are permitted in the graduate 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 elapsed semester. (Refer also to grading policies and grade point determination).

MBA Programs of Study

The MBA Management Generalist program consists of 15 three-semester hour courses (13 required, 2 individual career needs) for a total of 45 graduate credit hours. All course work should be completed within five years. The program is offered to students from any academic discipline.

Some academic backgrounds outside of the area of business may not fully provide students with adequate coverage of the fundamental business disciplines. Therefore, three specific graduate-level courses have been designated as leveling, or CPC (Common Professional Components) courses. These three courses are: MBA 506, Financial Accounting; MBA 507, Managerial Accounting, and MBA 526, Macroeconomics. All students from an academic background in other

than business related fields must take these courses to improve their education experience in the areas of the CPC.

Students with an academic background in business areas may meet the requirements of the leveling (CPC) courses through equivalence examination with permission of the director (see “Course by Competency Examination”). Students with a bachelor’s degree in accounting or eighteen (18) credit hours in accounting earned within the past five (5) years, or CPA or CMA credentials are given equivalency credit for MBA 506 (Financial Accounting). The same applies to MBA 507 (Managerial Accounting), if the eighteen (18) hours include a three (3) hour upper-level cost accounting class. A fourth course, MBA 500 (Mathematics for Management and Economics), is only required for students who do not score above the 35th percentile on the quantitative portion of the Graduate Management Admissions Test (GMAT).

In addition to the three leveling (CPC) courses, MBA students must enroll in two individual career needs courses. These courses are listed in the Individual Career Needs and Concentration sections of the course catalog. The specific selection of courses is dependent upon the student’s academic and/or professional background and career needs. Students from other than business backgrounds are advised to take courses which will provide them more depth in the areas outlined by the Common Professional Components.

Requirements for the Management Generalist Master of Business Administration Degree: 45 semester credits in Master of Business Administration courses including MBA 500, 505, 506, 507, 526, 621, 626, 635, 670, 675, 680, 685, 690; six semester credits of individual career needs courses, and MBA 800.

A summary of the leveling, required, and individual career needs courses follows:

1. Leveling Courses: MBA 500, 506, 507, 526.
2. Core Courses: MBA 505, 621, 626, 635, 690.

3. Management Decision-Making Courses: MBA 670, 675, 680, 685.

4. Individual Career Needs Courses: Students must take two individual career needs courses (electives). MBA 700, 710, 715, 721, 730

5. Capstone Seminar: MBA 800

The ten required courses (Core, Management Decision Making, and Capstone) are mandatory courses and must be taken by all MBA students. No credit by examination is allowed for these courses.

Students select any two 700-series courses listed in the Individual Career Needs and Concentration sections of this catalog to satisfy individual career needs requirements.

Leadership Through People Skills (LTPS) MBA 690 is a mandatory course. It is taught over one full week (8 a.m.–6 p.m.). It may be taken any time during the program. It may be taken in residence at St. Ambrose University anytime during the program or on location, on dates to be negotiated, if twelve or more students attend the course.

Some students may wish to focus their studies in a specific discipline rather than take two Individual Career Needs courses. A concentration concept has been developed for this purpose.

Students electing this concentration concept will take 17 three-semester hour courses (13 required courses, 4 concentration courses). Currently the four areas of concentration are: Finance, Human Resource Management, Management Information Systems, and Marketing. Concentration courses are available on the main campus in Davenport, Iowa and in the satellites if sufficient demand warrants.

Course Descriptions

Leveling (CPC) Courses

MBA 500. Mathematics for Management and Economics

3 credits

Functions, graphs of elementary functions, matrices and determinants, systems of linear equations.

Emphasis on applications to management, decision-making and economics. Note: MBA 500 must be taken prior to enrolling in MBA 505 (Statistical Methods for Decision Making), if the student scores below the 35th percentile on the quantitative portion of the GMAT.

MBA 506. Financial Accounting 3 credits

Discussion of the generally accepted accounting principles as they relate to recording of financial transactions and the preparation, use and analysis of financial statements. Topics include an overview of the accounting cycle, income measurement, financial reporting, cash flow statement, and financial statement analysis. Note: MBA 506 can be waived if the student has an undergraduate or graduate degree in accounting; or has successfully completed at least 18 hours of accounting within the last five (5) years; or has a CPA or CMA certificate.

MBA 507. Managerial Accounting 3 credits

Discussion of methods for analyzing and reporting accounting information for planning, controlling, and decision making. Topics include product costing, budgets, performance measurement, quality costs and international operations. Prerequisites: 506. Note: MBA 507 can be waived if the student has an undergraduate or graduate degree in accounting; or has successfully completed at least 18 hours of accounting within the last five (5) years; or has a CPA or CMA certificate.

MBA 526. Macroeconomics Analysis for Business 3 credits

This course provides for a review of introductory economics. Topics include the production possibilities curve (transformation curve), market supply and, circular flow, and the production function (Law of Diminishing Returns). An analysis of the nation's economy and its impact on business, employment/unemployment, price levels, consumption, investment, interest rates, business cycles, forecasting, general growth theory, gov-

ernment policy and international business. Note: MBA 526 can be waived if the student has an undergraduate or graduate degree in economics; or has successfully completed at least 18 credit hours in economics within the last five (5) years.

Core Courses

MBA 505. Statistical Methods for Decision-Making 3 credits

Basic statistical techniques for decision-making: frequency distribution, descriptive measures, probability, sampling, estimation, tests of hypotheses, regression and correlation analysis. Prerequisites: 35th percentile or higher ranking on the quantitative portion of the GMAT or MBA 500 if below the 35th percentile.

MBA 621. Organizational Theory, Behavior and Communication 3 credits

Study of the organization (for profit and non-profit) as a complex system: line and staff functions, administration/leadership styles, motivation and group dynamics – and impact of each on the achievement of organization goals. Special emphasis on organization communication.

MBA 626. Managerial Economics 3 credits

Application of economic principles to management decision-making: decision theory, demand theory/sales forecasting, linear programming, production and costs, pricing and capital budgeting. Prerequisite: MBA 505.

MBA 635. Legal and Social Environment of Business 3 credits

Substantive law affecting American business: contracts, the uniform commercial code, creditors and debtors, kinds of business organizations, litigation and other means to resolve disputes, consumer protection, torts, anti-trust law and legal aspects of management-labor relations. Public law and government regulations of business. Social responsibilities of business and ethics in business practice.

MBA 690. Leadership Through People Skills

3 credits

Intensive five-day seminar (8 a.m.–6 p.m.) with objective of creating better business managerial results through the study of behaviors, leadership styles, communication processes, and motivation. Course completion graded on Pass/Fail basis. Prerequisites: Two to three hours of pre-work assignments which must be completed prior to the five-day seminar. Course may be taken any time during the program. Consult with the MBA office to reserve a place in LTPS. Advance notice of intent is recommended. Pre-work is mailed from the MBA office prior to each seminar.

Management Decision-Making Courses

MBA 670. Operations Management

3 credits

Quantitative techniques and the systems approach applied to understanding and improving the operations of both manufacturing and service organizations. Techniques from quality, learning, forecasting, process design, scheduling, waiting lines, inventory and MRP are utilized. Underlying principles such as tradeoff analysis, Pareto, process control, and optimization of resource usage are emphasized throughout. The objective is for the student to understand how organizations actually achieve results and how to identify opportunities to improve their operation. Prerequisites: MBA 505, 621.

MBA 675. Financial Management

3 credits

Analysis of business financial management: sources and uses of funds, raising funds from internal versus external sources, long-term versus short-term funding decisions, the cost of capital, alternate uses of capital, using leverage, security in borrowing/lending, dividends versus retained earnings, and use of the financial market. Prerequisites: MBA 505, 507, 526.

MBA 680. Marketing Management

3 credits

Marketing is the managerial process by which firms create value for their customers through the

exchange of products and services. The emphasis of this course is on how the marketing manager can achieve desired outcomes with the target market. Broad topics include analyzing marketing opportunities, researching and organizing, implementing and controlling the marketing effort. Students will prepare and present a marketing plan.

MBA 685. Human Resource Management

3 credits

This course focuses on the strategic use of human resources. Major topics covered 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.

Capstone Seminar

MBA 800. Policy Formation and Implementation

3 credits

Formulating and implementing business policy. Draws upon all analytical tools and business administration knowledge developed in all previous graduate-level courses. Normally scheduled in the last semester of the MBA program.

Individual Career Needs Courses

MBA 700. Entrepreneurship and Small Business Management

3 credits

This course is designed to trace the entrepreneurial process from the initial idea through business operations to the harvest. It is organized into four parts: (1) The Entrepreneurial Process; (2) Evaluating Opportunity and Developing the Business Concept; (3) Assessing and Acquiring Resources; and (4) Managing and Harvesting the Venture. Cases are extensively used throughout the course.

MBA 710. Business Ethics

3 credits

A study of the 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, from dialogue, and with the help of guest lecturers, working premises, assumptions, and principles regarding business ethics are analyzed. Delivery of a case study required.

MBA 715. Executive Management Seminar/Selected Topics **3 credits**

Specially selected courses are introduced into the program at appropriate times to meet student needs.

MBA 721. Labor Management Partnerships **3 credits**

Pertinent topics involving workers, management, and their common goals; development of improved labor/management relations; identifying risks involved in implementing successful labor/management relations; recognizing barriers to proposed improvements; insights into the structure and responsibilities of unions; and understanding corporate organization charts and their implications.

MBA 730. International Management Environment
3 credits

This course is designed to provide the student with an understanding of the challenging new international environment in which American business must operate. The course examines in turn: patterns of international interdependence; international trade; foreign exchange; international monetary system; balance of payments and international debt; foreign investment and multinational corporations; and the effect of culture upon doing business abroad.

Concentrations

Many students opt for the Management Generalist program, consisting of 15 courses (45 credit hours). However, there are four concentrations offered only at the main campus, requiring a student to take 17 courses (51 credit hours). Students electing a basic concentration

are required to take the same thirteen specified graduate courses plus the four respective courses listed in the catalog – consequently, no individual career needs courses are taken. The concentrations are Finance, Human Resource Management, Marketing and Management Information Systems.

Students who wish to complete a concentration, or take a concentration course as a career needs elective, may have to take certain prerequisite courses beforehand. Students with appropriate practical experience and/or related undergraduate coursework in lieu of prerequisites will be evaluated for admission on an individual basis.

Finance Concentration

MBA 750. Financial Policy and Decision Making **3 credits**

Analyzes financial management through case study and a prescribed set of readings. Teaches the identification and evaluation of financial problems and the weighing of feasible solutions in order to recommend the “best” course of action. Special emphasis will be on decision making and policy formulation involving allocation of capital, planning of capital spending for long- and short-run, capital budgeting problems, mergers and acquisitions, and cost of capital. Prerequisite: MBA 675.

MBA 751. Investment and Portfolio Management **3 credits**

This course involves an intensive study of the theory and practices underlying management of investment portfolios for individuals and for institutional investors in view of the particular objectives of each. Risk management techniques for portfolio management, bond portfolio techniques, capital asset pricing theory, efficient market hypotheses, arbitrage pricing theory, valuation of corporate debt, and special topics are covered. Prerequisite: MBA 675.

MBA 752. Capital Sources and Return on Investment 3 credits

Designed to cover key areas of finance in greater depth than in MBA 675 (Financial Management), to apply basic financial analysis techniques, to investigate the latest financial theories, and to allow students to investigate financial topics of their choice in depth. Special emphasis will be given to developing new skills, techniques and viewpoints, especially as they relate to cash flow analysis and to various sources and forms of capital available to firms. Prerequisite: MBA 675.

MBA 753. Security Investments, Markets and Techniques 3 credits

Gives the participant an in-depth understanding of corporate and personal security investments.

Attention will be given to corporation earning performance and its effect on the valuation of its common stock and preferred securities. Equal attention will be given to understanding the stock exchanges, personal investment analysis, portfolio construction, trading techniques and profit maximization. Prerequisite: MBA 675.

Human Resource Management Concentration

MBA 760. Strategic Staffing and Career Management 3 credits

Focuses on people as a strategic resource whose availability and capabilities influence organization effectiveness. Strategies for attracting, assessing, and acquiring personnel. Career management from the individual and organization perspective, with implications for planning and executing staffing policies. Prerequisite: MBA 685.

MBA 761. Compensation and Benefits Management 3 credits

Focuses on specific aspects of compensation and benefits systems. Major topics covered include legal issues, types of compensation plans, job evaluation methods, wage and salary structures, current compensation issues, types of benefits, and benefits administration. Prerequisite: MBA 685.

MBA 762. Training and Development 3 credits

This course is a research-based examination of training, and development programs with emphasis on societal, legal and organization factors affecting relationships among training, careers and management of organizational development. Prerequisite: MBA 685.

MBA 763. Contemporary Labor Relations and Dispute Resolution 3 credits

This course focuses on union and management policies and strategies for, as well as outcomes of, union organizing, negotiations, pressure tactics, grievance/arbitration systems, and union-management cooperation. Prerequisite: MBA 685.

Marketing Concentration

MBA 771. Ethical Issues in Marketing 3 credits

This course covers contemporary ethical issues in marketing. Subjects include ethical issues that relate to all aspects of the marketing mix: products, pricing, promotion and distribution. The role of the marketing manager with respect to ethics is covered as it relates to products, markets, consumers, society and company strategy. A position paper is required. Prerequisite: MBA 680.

MBA 772. Advanced Marketing Research 3 credits

This course covers the research process including problem identification to preparation of the market research report and includes project design, data collection and data analysis and interpretation. The role and scope of marketing research in marketing management will be covered through case analysis and in-class projects. A market research report is required. Prerequisites: MBA 505, 680.

MBA 773. Strategic Marketing Decision Making 3 credits

The pivotal role of strategic marketing in business performance is demonstrated in the market-driven strategies of successful organizations competing in a wide array of product and market situations.

The escalating importance of providing customer satisfaction, responding to diversity in the marketplace, developing really new products, and recognizing global competition challenges require effective marketing strategies for gaining and keeping competitive advantage. Examines the concepts for gaining competitive advantage in the marketplace. Uses a combination of text, readings, case studies and projects to develop relevant concepts and their application to business situations. Prerequisite: MBA 680.

MBA 774. Consumer Behavior 3 credits

Covers the ways in which consumers are motivated to action by marketers. Motivation theories will be discussed with respect to their relevance to marketing. Case studies will be used to demonstrate practical application to the subject material. A research paper is required. Prerequisite: MBA 680.

Management Information Systems Concentration

MBA 780. Database Management 3 credits

Introduces the fundamental concepts necessary for designing, using, and implementing database systems. Major topics include fundamental terminology, the rational data model, network and hierarchical database stems, algorithms for database design, and techniques of implementation.

MBA 781. Structured Systems Analysis 3 credits

Allows the student to communicate with professional CIS Personnel, to gain experience in the computerization of business principles, to learn integrated structured techniques of problem solving for the user manager, and to understand terminals and database systems. Major topics will include detailed analysis and feasibility studies, systems design, system development, implementation and testing.

MBA 782. Decision Support Systems 3 credits

This course will use current technology in decision making, the development of a Decision Support System and practical experience in the

development of DSS. Major topics will include the framework of DSS, process of building a DSS, System Analysis Interface with DSS, integration of DSS within the organization, technology components for DSS, and the role of Database Management in DSS.

MBA 783. Data Communication 3 credits

This course will give the student an appreciation for the scope of business and industry telecommunications, explain the basic principles that apply to the design of telecommunications and present methods for solving telecommunications problems. Major topics to be covered are fundamental concepts, transmission systems, software, hardware and overview of telecommunications industry.

Master of Business Administration in Health Care

College of Business

The Master of Business Administration in Health Care is a 16 course, 48 semester credit hour program that is an expansion of the nationally-accredited St. Ambrose University H.L. McLaughlin MBA program.

Mission and Goals

The MBAH program's mission is to enrich the professional lives of health-care administration professionals and aspirants by creating competent and socially aware health care executives able to adjust to rapidly changing business and social environments. To achieve program goals, students complete traditional graduate-level courses in business, plus courses specific to contemporary health-care issues.

Program Structure

Typically, students complete the program in three years by taking two courses each fall and

spring, one each summer, and a one-week seminar.

Class Schedule

Davenport Class Schedule: Classes at the university's main campus are conducted Monday through Thursday and on Saturday. In the fall and spring, each night course meets once a week from 6:15–9:15 p.m. Classes meet 12 times over a 15 week period. In the summer, each night course meets twice a week for six weeks.

Saturday courses are available in two sessions: The first meets from 7:45–10:45 a.m.; the second meets from 11:15 a.m.– 2:15 p.m. Saturday courses are held 12 times over a 15-week period.

Students may also elect to take traditional MBA courses offered as daytime classes, at 9 a.m.–noon and 1–4 p.m.

Cedar Rapids Class Schedule: St. Ambrose also offers its MBA in Health Care program in Cedar Rapids. Courses and faculty are identical to the main campus program. Each course meets 12 times each fall and spring semester from 6–9 p.m. On demand, additional classes may be added on alternative evenings. Cedar Rapids classes are held at Kirkwood Community College.

Admission Requirements

Individuals with undergraduate degrees in any field may apply for admission to the Master of Business Administration in Health Care program. While all students are welcome in the program, undergraduate backgrounds outside of business may not fully prepare a student with the skills necessary for successful completion of this specialized program. For that reason, a leveling concept has been established to ensure that students obtain the necessary background in fundamental business disciplines.

Students may be admitted for the fall, spring, or summer semesters. Applicants must meet the following requirements:

1. Complete the Application For Admission form, and return to the College of Business

Office with a \$25 non-refundable application fee payable to St. Ambrose University.

2. Supply official transcripts from all undergraduate and graduate institutions attended. An official transcript is one sent directly to St. Ambrose from the institutions attended.
3. Submit an official GMAT score. Students may be admitted provisionally without taking the GMAT, provided they submit a GMAT score by the completion of 9 credit hours or prior to enrolling in the second semester.

Admission Status

The admission formula is figured by multiplying the undergraduate grade-point average by 200 and adding the GMAT composite score. A minimum score of 950 based on this formula is required for full-status admission. Students with a total score of less than 400 on the GMAT or less than 950 on the admission formula are reviewed for conditional admission status (provisional or probationary) on an individual basis by the Graduate Studies Admissions and Retention Committee.

1. Full Admission – the student's file is complete. The College of Business Graduate Office has received: an application with the non-refundable application fee; official transcripts; and an official GMAT score, not older than five (5) years. A minimum admission formula score of 950 points is required.
2. Conditional or Probationary admission occurs when a student has an admission formula score below the minimum standard of 950 points, or s/he falls below a composite score of 400 on the GMAT. These applications are reviewed for conditional status on a case-by-case basis by the MBA Admissions and Retention Committee. Admission decisions will take into consideration the student's personal motivation to succeed.
3. Provisional admission may be granted when the student's file is incomplete. Students must provide all missing information before the

beginning of their second semester (or session) of classes or be dismissed from the program.

4. Special Student Status – Students may apply and register as a special student. Special students may take up to three (3) courses without taking the GMAT. Special students are required to follow regular application procedures (except for the GMAT).

Courses By Examination

Students who have taken undergraduate courses in accounting may be eligible to “test out” of MBA 506 and 507. See Leveling Courses for details.

Academic Status

MBAH students are required to maintain a 3.0 (B) grade point average or above. At any point in the process of completing the MBAH 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, including the summer session. For each C grade earned, there must be an offsetting A grade. Only two C grades are permitted in the graduate program. A third C grade or an F grade results in academic dismissal from the program. Any student dismissed from the MBAH program due to academic deficiency can reapply after a minimum of one elapsed semester. (Refer also to grading policies and grade point determination).

Curriculum

Courses are grouped into three categories: leveling courses, required core courses, and career needs courses.

Requirements for the Master of Business Administration in Health Care Degree (48 semester credits total):

Leveling Courses (9 semester credits): MBA 506, 507; MBAH 527. Students with appropriate backgrounds in accounting may obtain permission to test out of Financial Accounting and Managerial Accounting.

Mathematics may be waived, depending on GMAT score. MBA 506 and MBA 507 are waived for the following students: those with a CPA or CMA certificate; those who majored in accounting at the undergraduate level; and those who have completed 18 credit hours in accounting within the past five years (to obtain credit for 507, one of the courses had to be an upper level course in cost accounting).

Core Courses (36 semester credits):

Required Business Administration Courses (See MBA course descriptions): MBA 505, 621, 626, 670, 675, 690; Required Health Care Courses: MBAH 636, 670, 681, 756, 799, 810.

Career Needs Courses (3 semester credits): Choose one: MBAH 686, 706, 758, 805. One individual career-needs course is mandatory. Students may choose from MBAH class options depending on their individual career needs.

Course Descriptions

MBAH 527. Economic Analysis in Health Care Management **3 credits**

Evaluates reimbursement strategies, social and political factors that affect the usage of health facilities and the payments of services, and changes in patterns of use of health care providers. Budgeting and financial management are considered in relation to these issues. Trends in business forecasting that influence both non-profit and for-profit organizations are studied.

MBAH 636. Legal Issues in Health Care **3 credits**

Acquaints the health care student with the internal and external legal environment faced by a health care provider and its manager. This course will look at malpractice, risk management, tort law and tort reform, OSHA regulations, construction organizational charters, bylaws, rules and regulations, legal constraints on organizational management, laws affecting subsidiary corporations, internal and external legal environmental for health care provider, tax law, human resource

laws and regulations in hiring/firing, and benefit/retirement trust management.

MBAH 670. Human Behavior in Health Care Organizations 3 credits

Examines various aspects of the psychology of motivation, empowerment, training, performance appraisal, reward systems, superior/subordinate relationships, and group dynamics. The legal aspects of people management, harassment, discipline, hiring/firing, and documentation techniques will be explored. Also studies unions, the grievance process, constraints on decision making with and about employees, and corrective action plans for minorities and women. Legal considerations of advertising for employees, regulations regarding such advertising and interviewing will also be covered.

MBAH 681. Strategic Marketing in Health Care 3 credits

Health care organizations and integrated delivery systems face challenges from marketing in the health care field because of traditional and historical biases which relate to this industry. The use of advertising and promotion has been taboo in the health care field, particularly as relates to non-for-profit organizations and physicians in medical practice.

MBAH 686. Health Care Professional Management Issues 3 credits

Addresses issues related to health care professionals and their interrelationships with other physicians, health care administrators, therapists, nurses, and patients. The course should look at medical staff structure and functions, health care professionals in administrative positions, as salaried employees, and as leaders in health care organizations.

MBAH 706. Quality Management in Health Care 3 credits

Quality of patient care has always been a primary concern in health care delivery. Historically, quality has been judged by experts in the field. However, with the introduction of computers and

modern statistical analysis, quality evaluation currently depends heavily on the collection and manipulation of data. Improvement of quality is evolving into system analysis and total quality management. Health care managers must be familiar with modern techniques of quality improvement. The distinction between quality as measured by the health professional and quality as measured by industry will be analyzed. Case studies and real-life examples will be used.

MBAH 756. Information Systems Management in Health Care 3 credits

Focuses on the role of the manager in relation to the organization's database system. A study of computer technology, data structure and development of data support systems is included. Specific issues covered are the relationship of the mainframe to the personal computer, the creation and use of spreadsheets, the provision of computer security, and the development of auditing techniques through effective use of the information system.

MBAH 758. Health Care Integrated Delivery Systems Management 3 credits

Intended to focus on the concept of Integrated Delivery Systems (IDS). The IDS has recently become significant in the strategic planning of health care systems. IDS are totally integrated health care systems both horizontally and vertically in the community. The focus of IDS is to provide the community with total management of health and health care services for the prevention, treatment, and management of disease processes. IDS represent comprehensive and complex interrelationships between many organizations in the community providing health services such as screening procedures, preventive inoculation programs, home health services, long-term care facilities, acute care facilities and outpatient surgical treatment facilities to name only a few.

MBAH 799. Professional Ethics in Health Care Management 3 credits

Designed to emphasize the manager's responsibility to society to develop systems that allow the most

cost effective health care to be provided to the entire population. Issues examined include the exclusion of segments of society from health care due to cost, duplication of health services in a community, and management of higher costs associated with chronic illnesses and increased longevity without a reduction in the quality of care. Also, subjects that often create controversial situations are reviewed, such as living wills, organ donation, etc.

MBAH 805. Selected Issues in Health Care

Management **3 credits**

Expands on current issues in health care that will be important to the health care manager. This will be an executive seminar course, with case studies and student presentations. The focus will be on issues not covered in the prerequisite and ethics courses. Topics will include managed care and benefits administration, use of PC work stations as a management tool (spreadsheets, graphs, etc.), health care politics, geriatrics/elder-care and its financing, understanding staffing techniques, total quality management in the health care industry, and CEO management skills in a health care organization.

MBAH 810. Capstone Seminar in Health Care

Management **3 credits**

A series of instructive case studies will be evaluated and discussed. Each case will have some issues from prerequisite courses requiring development by the student for a presentation to the class, which will act as a board of directors, questioning the presenter on data development and conclusions. Presentation will be similar to a term paper, requiring some preparation of date. Prerequisites: All required courses.

Master of Criminal Justice

College of Arts and Sciences

The Master of Criminal Justice (MCJ) program at St. Ambrose University began in 1989. It was the first program of its kind in the state of Iowa. The program focuses on professional development and has a multi-faceted curriculum designed to produce skilled leaders in criminal justice and related fields.

The MCJ program is ideal for those interested in upper-level careers in enforcement, security, corrections, and human services. It also prepares those wishing to teach criminal justice, or to serve as personnel and training specialists in justice-related organizations. The MCJ degree is highly regarded as being a valuable asset indicative of professionalism and competence above and beyond the baccalaureate degree.

Degree Requirements

The MCJ is a 30 semester credit program. Candidacy for the degree is achieved after completion of course work and successful completion of a written comprehensive review covering criminal justice studies. The final requirement is the MCJ thesis with oral defense or competency examination. The student must maintain a *B* average in all work for the degree. Only two *C*'s are allowed with each offset with an *A*. There is no residency requirement. The degree student is expected to make steady progress with completion of the degree in one to three years, depending on the number of classes taken per semester.

Application Information

Before starting course work, a student must seek admission to the MCJ program as a degree or special student. The special student category means taking selected work for professional development only, whereas the degree student category signifies intent to complete the MCJ program. Each student seeking admission to the MCJ program must complete an official application. A personal interview with the MCJ

Admissions Committee may also be requested of applicant. All accepted applicants enter the program as special students, and will become degree students with the achievement of candidacy. See Admission Procedure and Candidacy sections.

Admission Procedure

If a person has an accredited undergraduate degree with a major in criminal justice or a related major, she/he may apply for admission to the Master of Criminal Justice program. To apply for admission, a student must:

1. Complete the MCJ application form, including the professional goals statement, the names and addresses of two recommendation letter requests, and an application fee of \$25.
2. Request that a complete and official transcript from the institution granting the bachelor's degree be sent directly to the MCJ program director. An official copy is one sent from the institution directly to St. Ambrose University. Also have forwarded an official transcript of any graduate course work.

Transfer credit

MCJ students may transfer a maximum of six graduate credits from another accredited college or university. Transfer of credit approval must meet the following criteria: the credit was earned within the last five years, it is graduate credit, the final grade was at least a *B*, and it is determined to be relevant to the MCJ program.

Candidacy

There are two options for the completion of the MCJ degree. Advancement to candidacy will be met with the successful completion of either a Researcher Option or a Practitioner Option:

1. **Thesis Option:** Candidacy for the MCJ degree is achieved after MCJ 701 has been completed. It is at this point that students are expected to have written the front half of the thesis (i.e., everything through the methodology chapter) which has been approved by students' chosen Thesis Committee.

2. **Competency Examination Option:** Candidacy is achieved after completion of all coursework.

Program of Studies

Requirements for the Master of Criminal Justice 30 semester credits including: nine semester credits in foundation courses: MCJ 500, 507, 530; 12 semester credits in core courses: MCJ 510, 620, 640, and one from 670, 671, 672; three to nine semester credits in professional studies courses (nine semester credits required for Practitioner Option; three semester credits required for Research Option) from the following: MCJ 550 (must take if doing Research Option), 501, 503, 511, 532, 587, 599, 600, 650, 660, 670, 671, 672, SOC 322; Research Option: six semester credits for Professional Practice from MCJ 701, 702.

Master of Criminal Justice in Juvenile Justice Education Requirements for Practitioner and Research Options

Foundation Courses: MCJ 500, 507, 530; SPED 510, 514, 713. **Core Courses:** MCJ 510, 620, 640. **Cognate Courses:** MCJ 650, 670; SPED 530, 561, 632, 660. **Professional Studies/Practice Courses:** *Practitioner*—MCJ 600; *Research*—MCJ 550, 600, 702.

Note: Undergraduate St. Ambrose Criminal Justice majors are allowed to petition for up to six semester credits completed in the undergraduate curriculum to count towards the completion of the graduate curriculum. For cross-listed courses, St. Ambrose graduates of the Bachelor's of Criminal Justice program may substitute foundations courses taken in the undergraduate curriculum with appropriate courses at the graduate level upon appeal. Consult advisor for assistance.

Course Descriptions

MCJ 500. Criminological Theory 3 credits
Theories of crime causation, participation, and treatment, Intervention, and prevention strategies. Topics covered 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. Prerequisite: Graduate status.

MCJ 501. Independent Study 1–3 credits
Specialized readings and applied research in criminal justice. Requires director approval.

MCJ 503. Workshop 1–3 credits
Topics and activities are designed to offer practical skill development opportunities useful to criminal justice practitioners. May be repeated to a maximum of three semester credits if topics differ. Requires director approval.

MCJ 507. Seminar in Criminal Justice 3 credits
Capstone seminar focusing on analysis and evaluation of current practice, with emphasis on ethical and operational issues confronting criminal justice practitioners. Graduate Status.

MCJ 510. Crime Policy Analysis 3 credits
Examination of criminological theory with analysis and evaluation of the consequences for crime policy, as a guide to professional practice. Prerequisite: Graduate status.

MCJ 511. The Constitution and Criminal Justice 3 credits
This course is a constitutional law course specifically geared to the interests and needs of the criminal justice professional. Students will be introduced to the organization of the American judicial system, the historical origins of the Constitution and the Bill of Rights, and the study of the rights of the accused that are protected by the Constitution.

MCJ 530. Criminal Justice Statistics and Methods 3 credits
This course is structured to introduce undergraduate and graduate criminal justice majors to the methodology and statistics used to explore and explain the phenomenon relating to the study of crime and criminal justice. The scientific

method, hypothesis testing, descriptive and inferential statistics, sampling, experimental and quasi-experimental, and survey designs will be explored. Prerequisite: Graduate status.

MCJ 532. Organized and White-Collar Crime 3 credits

This course discusses the structure and environment of the organized and white-collar crime. It provides a detailed analysis of the origins, history, theoretical explanations, and structure of organized and white-collar crime. The methods employed by law enforcement agencies to combat organized crime are also explored. Prerequisite: Junior status.

MCJ 550. Applications of Criminal Justice Research 3 credits

Applications of the statistical techniques learned in previous course data sets obtained from criminal justice sources. Emphasis will be placed on obtaining and manipulating data, using statistical software and communicating the results of the analysis through presentations and reports suitable for publication. Prerequisite: MCJ 507, 701, or director approval.

MCJ 587. Race, Class, and Criminal Justice 3 credits

This class is designed to examine and address the stereotypes surrounding the issues of race and class and their impact on the criminal justice system. Specifically, it will discuss how race and class influence the decision-making process from arrest through sentencing.

MCJ 599. Comparative Justice Systems 3 credits

A comparative justice system examines the four justice traditions covering most of the worlds legal systems. These include the Common, Civil, Socialist and Islamic traditions. Justice systems of countries representative of each tradition will be examined.

MCJ 600. Pro-seminar in Criminal Justice 3 credits

This course provides a collegial environment wherein the graduate student is able to dialogue

with others in the criminal justice field in preparation for taking the comprehensive exams necessary to fulfill the requirements associated with Master's of Criminal Justice studies at SAU.

Prerequisite: Director approval.

MCJ 620. Administration of Justice 3 credits

This survey course is designed to critically examine the organizations and agencies that comprise the criminal justice system of the United States. It introduces students to the classic and fundamental readings and research in the administration of justice.

MCJ 640. Justice Leadership and Planning 3 credits

A leadership development seminar focusing on the nature and sources of conflict within and between criminal justice and human service agencies. Organizational problems are identified and addressed through an action-research model. Also, examines the systems approach to planned organizational change from the perspective of applied behavioral science. Prerequisite: Graduate status.

MCJ 650. Correctional Counseling 3 credits

Theory and practice of counseling with emphasis on reality therapy with youthful offenders in educational, human service, and correctional settings. Prerequisite: Graduate status.

MCJ 660. Stress and Crisis Management 3 credits

Recognition and identification of personal and social stress or crisis situations, and the development of interpersonal and group strategies for school, social service, and justice personnel. Prerequisite: Graduate status.

MCJ 670. Seminar in Juvenile Justice 3 credits

Graduate level class intended to provide a comprehensive look at juvenile crime as well as intervention and prevention strategies aimed at dealing with the youthful offender. Emphasis will be placed on the research conducted in this area. Prerequisite: Graduate status.

MCJ 671. Seminar in Law Enforcement 3 credits

This course provides an overview of policing styles with an emphasis on community policing. Current research will be examined as it relates to the functions of policing as well as historical developments and trends. Prerequisite: Graduate status.

MCJ 672. Seminar in Corrections 3 credits

This course examines the theories and philosophies related to institutional and community corrections. An emphasis on research related to historical developments and trends will be examined.

MCJ 700. Practicum 6 credits

Observation and applied action-research on a management problem in a criminal justice related organization. In Progress grade option available. Prerequisite: MCJ candidate; director approval.

MCJ 701. Research Design 3 credits

MCJ 701. Research Design 3 credits
This course is designed for the student choosing the research option to complete the MCJ degree. It is in this course that the methodology used to examine the topic chosen in Seminar in Criminal Justice will be developed. Prerequisite: CRJU 507.

MCJ 702. Thesis 3 credits

Academic presentation and oral defense of student thesis. Prerequisite: MCJ 507, 550, 701, and IP grade option.

Master of Education in Educational Leadership

College of Education and Health Sciences

St. Ambrose University Education Department in collaboration with the Diocese of Davenport has created a dynamic program intent on meeting the needs of the Diocese relative to the future leadership of elementary and secondary schools.

The program in Educational Leadership will involve a master's degree model housed within the Education Department at St. Ambrose University. This degree, entitled Master's of Education in Educational Leadership will be a 36 semester-hour program rooted in the standards and competencies developed by ISLLC. The performance-based program will emphasize the delivery of these competencies and skills through intense on-campus summer residencies, distance education utilizing the Iowa Communication Network as well as Web-based courses.

Mission Statement

The Master's in Educational Leadership program at St. Ambrose University is dedicated to providing the highest quality training to individuals wishing to work as leaders in the educational system, both Catholic and public. This quality will be provided through a highly integrated, filed-based program bringing together in-depth face-to-face meetings with the delivery of material through various technology-driven delivery systems. Emphasis will be on the core technology of schooling and leadership, providing a special focus on gaining the skills needed to provide leadership for ensuring that all students learn at a higher level.

Admissions

Individuals possessing a valid teaching license and at least two years of teaching experience are eligible to apply for admission to the Educational Leadership program.

Admission Procedures

1. A graduate application a statement demonstrating that reasons for pursuing graduate education are commensurate with program philosophies and goals, and a \$25 application fee. Fee is subject to change.
2. Two letters of recommendation.
3. Nominations from your building principal.
4. Obtain ratings averaging 90 percent or higher on entry rating scale.

5. Official transcripts from the degree-granting institution and all institutions where graduate work was completed. Students should hold a 2.75 (on a 4.0 scale) grade point average for the last two years of undergraduate. Persons not meeting the admission requirements for regular admission may be recommended for probationary status by the program director.

Special Student Status

Students will be granted special student status if they do not wish to seek a degree but want to take a course; if their application process is delayed due to unavoidable circumstances.

Transfer Credit

Students may transfer up to 12 graduate credits from an accredited institution provided the credits carry a "B" or better, and have been completed within seven years of admission or within 12 years of program completion.

Degree Candidacy

Candidates for the master of educational leadership must successfully meet the following criteria:

1. Make steady progress toward completion of the degree. Students normally complete the degree within seven years of admission, and should not exceed 12 years upon completion.
2. Complete all course work as set forth in the degree program.
3. Earn a minimum "B" average in the degree program
4. Obtain no more than two "C" grades in the degree plan of study, each offset with an "A" grade.
5. Successfully complete the internship.
6. Successfully pass a comprehensive test for School Leaders.

Appeal Process

Students wishing to appeal status or grades can do so through the following appeal process:

1. Submit appeal in writing to the director of the Educational Leadership program.

2. Director convenes the program appeals committee.
3. Decision can be appealed with a written appeal to the chair of the Education Department.
4. Decision can be appealed with written appeal to the dean of the College of Education and Health Sciences
5. Decision can be appealed in writing to the vice president for academic affairs of the university (final appeal within the university).

Program of Studies

Requirements for the Master of Education in

Educational Leadership: 36 semester credits of the following courses: EDLS 600, 605, 610, 615, 620, 625, 630, 635, 640 or SPED 751; EDLS 645, 650, 655.

Course Descriptions

EDLS 600. Foundations of Educational Administration 3 credits

This course provides a broad overview of the essential elements of Educational Administration. There is a major emphasis on preparing candidates for principalship at the elementary, middle and secondary levels. Being introductory in nature the course is designed to explore basic theories and the major areas of responsibility of school administration. Students will be afforded the opportunity to review current educational administration practices through readings and research. Special emphasis will be placed on decision making, leadership, motivation and communication. Course offered: Summer. Prerequisite: Graduate status.

EDLS 605. Learners and the Learning Process 3 credits

This course studies how students learn with emphasis on current theories of learning, the relationship between learning and development, the characteristics of learners, and effective methods for measuring learning. The goal of the course is

to enhance teacher's efforts to improve student learning. Course offered: Summer. Prerequisite: Graduate status.

EDLS 610. Curriculum Planning and Development 3 credits

This course offers an in-depth study of curriculum development and instructional strategies. Educational practices will be examined in the light of current research as to its applicability in today's schools. An integrated approach to instruction will be modeled, and students will work together in a collaborative approach to curriculum development. Students will develop competencies) in how to be a change agent in the area of curriculum. Course offered: Fall. Prerequisite: Graduate status.

EDLS 615. Data Driven Leadership 3 credits

Educators are expected to use data to help guide their decisions regarding what actions should be taken to improve teaching and learning. This course offers in-depth study of action research, data based decision-making and technical adequacy of assessments. The major concepts of this class will be reinforced and practiced throughout the program.

EDLS 620. Principal as Instructional Leader 3 credits

The objectives for this course are to prepare prospective principals in the areas of instructional leadership, decision-making and problem solving, school improvement, building management, and basic personnel and program management. Students will approach these issues from the perspective of a secondary, middle school, and/or elementary principal. Course requires the student to participate in research. Students will engage in intellectual interaction between the instructor, mentor, and other students for the purpose of sharing ideas and research findings Course offered: Spring. Prerequisite: Graduate status.

EDLS 625. School Improvement and Organizational Development 3 credits

This course provides students with extensive study of school organization, correlates of effective schools, and develops leadership skills which can effect meaningful change. Students complete a self-assessment of their school, develop a school improvement plan, and participate in case studies, in-basket exercises, and simulations. Course offered: Spring. Prerequisite: Graduate status.

EDLS 630. Essentials in School Law, Finance, and Buildings 3 credits

This course is designed to prepare future building level administrators by studying laws and current legislation affecting public and private schools. It will also view school revenue sources, expenditure practices and management responsibilities as they relate to the building budget. Finally, students will examine problems in building planning and plant utilization. Course offered: Summer. Prerequisite: Graduate status.

EDLS 635. School and Community 3 credits

An intensive examination of the school and its environment. Major emphasis is on the linking mechanisms utilized by the school in interaction with internal and external publics. Course offered: Summer. Prerequisite: Graduate status.

EDLS 640. Organization and Administration of Catholic Education and Special Programs 3 credits

This course is designed to develop an understanding of and an appreciation for the administrative challenges in Catholic schools. Emphasis will also be placed on the administration of special programs. Course offered: Fall. Prerequisite: Graduate status.

EDLS 645. Evaluation and Supervision 3 credits

The course is to provide the Evaluation Approval Training program designed to support and validate teachers' skills relating to the Iowa Teaching Standards and support individual and school

professional development plans. Included throughout are principles of supervision and factors influencing effective instruction/learning. The course focuses on leadership necessary for creating a supportive environment for change and for implementing improved instructional programs. Prerequisite: Graduate status.

EDLS 650. Internship 3 credits

The purpose of the EDLS 650 is to provide in-depth analysis and reflection of field experiences throughout the entire program. Group and individual presentations of field experiences will be made providing for student, professor, and mentor participation, analysis, evaluation, and recommendation. Course offered: Spring. Prerequisite: Graduate status.

EDLS 655. Capstone 3 credits

The capstone experience is a graduate level class offered as a summative evaluation of the candidates' growth in the educational administration masters degree. Candidates will be given the opportunity to demonstrate the knowledge they have acquired by solving hypothetical problems they will face as building level administrators. Course offered: Spring. Prerequisite: Graduate status.

SPED 751. Staff Development in the Schools 3 credits

Course will focus on skills in modes of intervention diagnosing problems and identifying target groups as part of the staff development process designed to improve schools. Students will be concerned with planning, conducting, and evaluating staff development programs. Prerequisite: Currently held licensure in special education or permission of instructor.

Master of Education in Special Education, and Master of Education in Disability Services

College of Education and Health Sciences

Special Education Endorsement Program

The Special Education Endorsement program at St. Ambrose is designed to assist the further development of teaching skills specific to working with children and adolescents with special needs. The Special Education Endorsement program is committed to linking the practical application of teaching to the theoretical underpinnings involved in human motivation and learning.

St. Ambrose University offers Iowa special education endorsement in the areas of mental disabilities and learning disabilities through this program. The mental disabilities endorsement program is a 38-41-semester hour training program while the learning disabilities endorsement program encompasses 38-41 semester hours. 400 level courses can be taken after completion of a student's sophomore year. 500 level courses can be taken at the graduate level for qualifying juniors and qualifying seniors can take 600 level courses (see degree requirements for qualification information). All courses numbered 500 or above may be transferred into the master's degree program with advisor approval providing they meet the transfer policies of the Graduate Special Education programs.

Master of Education in Special Education

The Master of Education in Special Education program is designed to provide skills at the graduate level to teach in the fields of learning disabilities, behavioral disorders, mental disabilities, or mild disabilities. Additional course work leading toward endorsement as a Special Education Consultant can also be obtained.

The Master of Education in Special Education is a 45-51 semester credit professional

degree program integrating 29-35 semester hours of endorsement credits with 16 semester hours of a graduate core. Students wishing a master's degree would apply to the graduate program upon completion of their endorsement program. All graduate level course work (500 level or above) from the endorsement program would transfer into the graduate program providing it carries a grade of "B" or above.

Master of Education in Disability Services

The Master of Education in Disability Services program is a 39 semester hour professional degree program built on the philosophy that special services for individuals with disabilities should not stop at high school level, but should be available at the university/community college and adult service level.

This program has two options. The college/university option is designed for those wishing to pursue careers in disability services at the community college or four-year college or university level. The community agency option focuses on providing training for individuals wishing to pursue a career in community services providing assistance to adults with disabilities.

Admissions Policy

Admission to the graduate programs in education consists of the following procedures:

1. Completion of Graduate Programs
Application including a \$25 application fee (application fee is subject to change).
Application must be submitted to the Graduate Special Education office.
2. Submission of two (2) current letters of reference using the Graduate Special Education programs reference forms. All letters must be received before a decision on acceptance will be made.
3. Submission of all previous official college and university transcripts to the Graduate Special Education office. (Official is defined as transcripts sent directly from the college/university with an official seal affixed). All transcripts

must be received before a decision of acceptance will be made.

4. Submission of Graduate Record Exam or Miller Analogies Test Scores to the Graduate Special Education program office (for M.Ed. programs only).
5. Students may register as a special student for the term immediately proceeding their application should the above materials not be available. However, acceptance into the graduate programs must be achieved before registration for the second term.
6. Admission into one of the three graduate education programs is based on criteria specific to each program.

Admission Requirements for Special Education Endorsement Program

Students wishing to enroll in the special education endorsement program must meet the following requirements:

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

In order to continue in the special education endorsement program, students must maintain a GPA of 3.0 in all education and special education course work.

Admission Requirements for M.Ed. Program in K-12 Special Education

1. 2.75 GPA for junior/senior year of college.
2. 1000 composite on the verbal and quantitative portions of the Graduate Record Exam or 40 on the Miller Analogies Test.
3. Recommendations indicating the applicant's positive ability to perform at the graduate level.
4. Statement of reason for pursuing graduate level education that is commensurate with the philosophies and goals of the K-12 graduate program.

5. Possess a current, valid teaching license or equivalent license in a related service area (i.e. speech and language, deaf education, education of the visually impaired).

Admissions Requirements for M.Ed. program in Disability Services

1. 2.75 GPA for junior/senior year of college.
2. 1000 composite on the verbal and quantitative portions of the Graduate Record Exam or 40 on the Miller Analogies Test.
3. Recommendations indicating the applicant's positive ability to perform at the graduate level.
4. Statement of reasons for pursuing graduate level education that is commensurate with the philosophies and goals of the Post Secondary graduate program.

Admissions Appeal Procedures

Students who disagree with the admissions decision have a right to appeal through the following procedures:

1. Submit a letter addressing specific points of the appeal to the director of the Graduate Special Education programs. Response must be made within 10 days of receiving appeal.
2. If the decision is still not agreeable to the appellate he/she may submit another letter of appeal to the Graduate Special Education programs Appeals Committee (contact the administrative assistant of the Graduate Special Education programs for the chair of this committee). Response will be made within 15 days of receipt of the appeal.
3. Should the appellate not be in agreement with the committees he/she can submit a letter of appeal to the dean of the College of Education and Health Sciences. Response must be made within 30 days of receipt of appeal.
4. Submit a letter of appeal to the vice president for academic affairs of the university. Response will be made within 30 days of the receipt of the appeal request.

Transfer Credit

Students may transfer up to 12 semester graduate credits from accredited institutions provided these credits have a grade of B or higher on a 4.00 scale, are not older than seven years and will not be older than 12 years upon program completion.

Candidacy

Candidacy for the master's degree in education is dependent upon meeting the following criteria:

1. Successfully completing all course work as set forth in the student's degree plan.
2. Maintaining a B average in the degree plan.
3. Obtaining no more than two C's within the degree plan which are offset by A's.
4. Successful completion of the graduate research project. (The juvenile justice education major may fulfill this requirement with the master of criminal justice research requirement).

Probationary Status

Persons not meeting the requirements for regular admission to the program may be recommended for probationary status by the program director or the M.Ed. Graduate Committee. Upon completion of at least 6 credits of graduate level work with at least a B average, the student must petition program director for a change in status.

Program of Studies

Special Education

Requirements for Master of Education in Special

Education: 45–51 semester credits including 14–17 semester credits from the following: SPED 210, 510, 511, 512, 513, 514, 660; 15–18 semester credits in an endorsement concentration area listed below; and 16 credit hours from the following: EDUC 710, 711, 715, SPED 700, 713, 716.

1. **Learning Disabilities:** SPED 520, 621 or 622, 623, 628 or 629, 631 or 632 or EDUC 552 or 556.
2. **Behavioral Disorders:** SPED 530, 631 or 632, 633, 638 or 639.

3. **Mental Disabilities (mild/moderate):** SPED 540, 641 or 642, 643, 644, 647 and 648 or 649.

4. **Multicategorical (mild)*:** SPED 550, 651 or 652, 658 or 659, EDUC 552 or 556; three semester credits from the following groups: SPED 621 or 622; 631 or 632; 641 or 642.

*Students interested in this concentration must also hold a license in either elementary or secondary education.

5. **Special Education Consultant**:** SPED 513, 750, 751. **Students wishing to obtain this concentration must possess a master's degree in special education or in another area (if in another area, they must have 30 semester credits in special education at the graduate level), meet requirements for endorsement in the consultation concentration area, and have four years of successful teaching experience, two in the endorsement area.

Disability Services

Requirements involve 39 semester hours of credit taken in the following areas: *Educational*

Institution: Core Requirements: SPED 511, 700, EDUC 556, 610, 710, and 711. **Concentration:** SPED 671, 672, 674, 675, 676 and 679.

Community Agency Program: Core Requirements: SPED 511, 660, 700, EDUC 610, 710, and 711. **Concentration:** SPED 671, 673, 674, 675, and 679.

Course Descriptions

SPED 210. Inclusive Strategies for Students with Special Needs 3 credits

The inclusion of students with disabilities in the general classroom focuses attention on ways to accommodate these unique learners. This course addresses, at an introductory level, characteristics of these learners, techniques and strategies for accommodating them in the general classroom and the communication skills needed to collaborate with parents, teachers and specialists. Requires a minimum of 25 field hours in inclu

sonary or special education settings.

Prerequisites: EDUC 205, PSYC 101

SPED 410/510. Behavior Intervention Techniques 2 credits

This course is intended to provide professionals with strategies for intervening with behaviors in school and community settings. Behavior management techniques including reinforcement theory, scheduling models, observation techniques as well as precision teaching strategies will be explored. Prerequisite: SPED 210 or equivalent.

SPED 411/511. Assessment in Special Education and Human Services 3 credits

Focuses on development of skills in formal and informal assessment techniques. Information will be presented about standardized diagnostic procedures used in special education and the human services field. Emphasis will be placed on curriculum based measures. Prerequisite: SPED 210 or equivalent.

SPED 412/512. Working with Families of Students with Special Needs 2 credits

Focuses on the development of knowledge in the area of parenting children with special needs. Consideration will be given to developing an understanding of the needs of families raising children with disabilities and skills for working in partnership with these families. Prerequisite: SPED 210 or equivalent.

SPED 413/513. Collaborative Consultation 2 credits

Methods and strategies for working with professionals in educational, social service and community agencies will be presented including ways to creatively solve problems in a team approach. Prerequisite: SPED 210 or equivalent.

SPED 414/514. Curriculum for Special Education 2 credits

Students taking this course will develop skills in the design of special education curriculum for mild and moderate special needs children and

youth. Exposure to IEP development as well as curriculum development and design based upon IEPs will encompass the major focus of this course. Prerequisite: SPED 210 or equivalent.

SPED 420/520. Introduction to Learning Disabilities 3 credits

Geared toward professionals wishing to pursue careers working with learning disabled students, this course focuses on characteristics of students with learning disabilities. Exploration of causes, characteristics, historical aspects and current research in treatment is undertaken. Field hours required. Prerequisite: SPED 210 or equivalent.

SPED 440/540. Introduction to Mental Disabilities 3 credits

Etiology, characteristics, classification, diagnosis, and assessment of mental disabilities will be considered in this course. Also, issues surrounding social contact, the role of the family, school and community agencies working with persons with mental disabilities. Field hours required. Prerequisite: SPED 210 or equivalent.

SPED 496. Student Teaching in Mental Disabilities (Mild/Moderate): Elementary 12-15 credits

Direct observation and supervised teaching experience. Students must spend a full day, five days per week for a semester, with elementary students with mild and moderate mental disabilities. One half of the student teaching experience will be spent with elementary students with mild mental disabilities the other half of the experience will be spent with elementary age students with moderate mental disabilities.

SPED 497. Student Teaching in Mental Disabilities (Mild/Moderate): Secondary 12-15 credits

Direct observation and supervised teaching experience. Students must spend a full day, five days per week for a semester, with secondary students with mild and moderate mental disabilities. One half of the student teaching experience will be

spent with secondary students with mild mental disabilities the other half of the experience will be spent with secondary age students with moderate mental disabilities.

SPED 498. Student Teaching in Learning Disabilities (Elementary) 12–15 credits

Direct observation and supervised teaching experience. Students must spend a full day, five days per week for a semester, with elementary students with learning disabilities. Students enrolled in this course will be expected to meet all the obligations set forth in the Special Education Student Teaching Handbook.

SPED 499. Student Teaching in Learning Disabilities (Secondary) 12–15 credits

Direct observation and supervised teaching experience. Students must spend a full day, five days per week for a semester, with adolescents with learning disabilities. Students enrolled in this course will be expected to meet all the obligations set forth in the Special Education Student Teaching Handbook.

SPED 530. Introduction to Behavioral Disorders 3 credits

Focuses on the causes, characteristics, diagnosis, and treatment of children with behavioral disorders. Emphasis is placed on the educational, social, and personal interactions of students with mild and moderate behavior disorders. Prerequisite: SPED 210 or equivalent.

SPED 550. Introduction to Multicategorical Special Education Programming 3 credits

Provides an introduction to children and youth with mild special needs and a framework for understanding special education needs from a multicategorical perspective. Prerequisite: SPED 210 or equivalent.

SPED 593. Teaching Infants and Young Children with Severe/Profound Disabilities 3 credits

This course addresses teaching methodology as it applies to infants and young children with seri-

ous disabilities. Various issues relating to working with youngsters with severe/profound and multiple disabilities are addressed through lecture discussion and practice of skills. Such issues as medical care, technology for department children, community, state, and regional resources, support groups, service delivery systems for early development as well as specific teaching methods in the areas of motor, social, self-help, cognitive and behavior will be addressed.

SPED 521/621. Teaching the Elementary Learning Disabled Child 3 credits

This course is designed to provide an in-depth exploration of specific strategies used with teaching elementary level learning disabled youngsters. Teachers will develop skills for working with the learning disabled child in areas of reading mathematics, spelling, handwriting, social skills and thinking skills. Field hours required. Prerequisite: SPED 511, 520 or permission of instructor.

SPED 522/622. Teaching Secondary Learning Disabled Students 3 credits

Designed to develop skills in teachers working with learning disabled adolescents, this course will focus on in-depth study in the areas specific to the needs of secondary level students. Field hours required. Prerequisites: SPED511, 520 or permission of instructor.

SPED 623. Neurological Aspects of Learning Disabilities 3 credits

Focus on the various neurological components involved in the learning process. Students will learn the operation of the brain and how it impacts learning. Prerequisites: SPED 210 or equivalent; SPED 520.

SPED 628. Practicum in Learning Disabilities (Elementary) 3 credits

This course provides students with field experiences working in elementary programs for students with learning disabilities. Students will gain first hand practical experience in working with curriculum and teaching strategies under the

supervision and guidance of licensed teachers. Prerequisites: SPED 510, 511, 514 520, 621, and teacher certification.

SPED 629. Practicum in Learning Disabilities (Secondary) 3 credits

This course provides students with field experiences working in secondary programs for students with learning disabilities. Students will gain first hand, practical experience in working with curriculum and teaching strategies under the supervision and guidance of licensed teachers. Prerequisites: SPED 510, 511, 514, 520, 622, and teacher certification.

SPED 631. Teaching Elementary Children with Behavioral Disorders 3 credits

A study of specific teaching techniques and instructional materials for use with elementary-level behavior disordered children. Topics will include classroom organization and management and individualized behavior programming. Prerequisites: SPED 210 or equivalent, SPED 510, 511, 530.

SPED 632. Teaching Secondary Children with Behavioral Disorders 3 credits

A study of specific teaching methods and instructional material for use with secondary-aged behavior disordered youth. Topics include classroom organization and management, behavior programming, and transitional models. Prerequisites: SPED 510, 511, 530 or permission of instructor.

SPED 633. Theories of Emotional Disturbances 3 credits

Topics focus on aspects of serious emotional disorders. Etiology, characteristics, social and emotional factors are considered for children with various psychopathologies. Prerequisites: SPED 530 or permission of instructor.

SPED 638. Practicum in Behavior Disorders (Elementary) 3 credits

This course provides students with field experience working in elementary programs for behav-

ior disordered students. Students will obtain practical, first-hand experience of working with curriculum and teaching strategies.

Prerequisites: SPED 514, 530, 631 and teacher certification.

SPED 639. Practicum in Behavior Disorders (Secondary) 3 credits

This course provides students with field experience working in secondary programs for behavior disordered students. Students will obtain practical, first-hand experience of working with curriculum and teaching strategies.

Prerequisites: SPED 510, 511, 514, 530, 632 and teacher certification.

SPED 541/641. Teaching Elementary Children with Mild Mental Disabilities 3 credits

Provides teaching methodology specific to the teaching of children with mild mental disabilities at the elementary level. Field hours required. Prerequisites: SPED 510, 511, 514, 540.

SPED 542/642. Teaching Secondary Youth with Mild Mental Disabilities 3 credits

This course is intended to provide teaching methodology specific to teaching adolescents with mild mental disabilities. Field hours required. Prerequisites: SPED 210 or equivalent, SPED 510, 511, 514, 540, or permission of instructor.

SPED 643. Teaching Students with Moderate Mental Disabilities 3 credits

This course is designed to provide curricular training to the teacher who plans to work with students with moderate mental disabilities. Information will be gained in academic, social, leisure, and vocational areas. Prerequisites: SPED 510, 511, 514, 540, or permission of instructor.

SPED 644. Medical Aspects of Mental Retardation 3 credits

This course focuses on in-depth exploration of various genetically, biophysical and environmentally based causes of mental retardation. Also

considered in this course are current issues surrounding medicine/genetics. Prerequisites: SPED 210 or equivalent, SPED 540.

SPED 647. Practicum in Mental Disabilities - Moderate (K-12) 3 credits

This course provides students with field experience working in K-12 programs for moderate mentally disabled students. Students participate in pre-summer practicums established by the University. Students will obtain practical, first-hand experience of working with curriculum and teaching strategies. Prerequisites: SPED 510, 511, 514, 540, 643, and teacher certification. "In progress" grade option available for this course.

SPED 648. Practicum in Mental Disabilities - Mild (Elementary) 3 credits

This course provides students with field experience working in elementary programs for students with mild mental disabilities. Students will obtain practical, first-hand experience of working with curriculum and teaching strategies. prerequisites: SPED 510, 511, 514, 540, 641, and teacher certification. "In progress" grade option available for this course.

SPED 649. Practicum in Mental Disabilities - Mild (Secondary) 3 credits

This course provides students with field experience working in secondary programs for students with mild mental disabilities. Students will obtain practical, first-hand experience of working with curriculum and teaching strategies. Prerequisites: SPED 510, 511, 513, 540, 642, and teacher certification. "In progress" grade option available for this course.

SPED 651. Teaching Mildly Handicapped Elementary Students in Multicategorical Settings 3 credits

Teaching strategies, curriculum options, and delivery systems for mildly handicapped student in elementary multicategorical resource settings. Prerequisites: SPED 510, 511, 514, 550, or permission of instructor.

SPED 652. Teaching Secondary Mildly Handicapped Students in Multicategorical Programs 3 credits

This course will explore teaching strategies, curricular options and delivery systems specifically designed for students enrolled in secondary-level multicategorical resource programs.

Prerequisites: SPED 510, 511, 514, 550, or permission of instructor.

SPED 658. Practicum in Multicategorical Resource Room (Elementary) 3 credits

This course provides students with field experience working in elementary programs for students in multicategorical resource settings. Students will obtain first-hand experience of working with curriculum and teaching strategies. Prerequisites: SPED 510, 511, 514, 550, 651, and teacher certification. "In progress" grade option available for this course.

SPED 659. Practicum in Multicategorical Resource Room(Secondary) 3 credits

This course provides students with field experience working in secondary programs for students in multicategorical resource settings. Students will obtain first hand experience of working with curriculum and teaching strategies. Prerequisites: SPED 510, 511, 514, 550, 652, and teacher certification. "In progress" grade option available for this course.

SPED 660. Career Management & Transitioning for the Disabled 3 credits

Emphasis is placed on various models used for providing vocational/career education to individuals with special needs. Students study career assessment, programming and various transition models. Prerequisite: SPED 210 or equivalent.

SPED 671. Adults with Disabilities 3 credits

This course provides students with an introduction to adults with physical, cognitive, and sensory disabilities. The main focus will be on the psychosocial characteristics of having a disability. vocational and educational implications will also

be discussed. Students will explore how professionals can play a positive role in assisting individuals with disabilities. Prerequisite: Graduate standing.

SPED 672. Administration of Adult Disability Service Programs **4 credits**

Provides students with information on how colleges and universities comply with Federal legislation to ensure equal educational opportunities for students with disabilities. Course topics include: legal mandates for academic adjustments, auxiliary aids and services (including an introduction to adaptive technology), psychosocial aspects of disability, program development, and program evaluation. Because over 40 percent of college students with disabilities have learning disabilities, the course will emphasize programming for students with learning disabilities. Additionally, students will learn about coordinating services and directing an office within a college/university. Students will see how such an office operates as part of the college or university administration. Prerequisite: Graduate status.

SPED 673. Administration of Community Agency Programs **4 credits**

This course is designed to familiarize students with various community organizations that support adults with disabilities. Emphasis is placed on specific organizations within the Quad Cities area and the specific services they provide, their organizational structure, funding, and service philosophy. The course is intended for students interested in working within organizations that support the full participation of individuals with disabilities into community life. Prerequisite: SPED 671.

SPED 674. Legal Aspects of Adult Disability Services **3 credits**

This course is designed to familiarize students with Federal and State laws that prohibit discrimination against individuals with disabilities. The emphasis will be on the Individuals with Disabilities Education Act (IDEA), The

Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA). Class discussion will focus on how these laws have determined the types of support individuals receive and how services are provided. Additionally, students will learn to apply their knowledge of laws and legal cases to develop college/university policies and procedures. Prerequisite: SPED 671 or equivalent.

SPED 675. Psycho-Educational Assessment of Adults **3 credits**

This course is designed to enable students to use standardized test results they see in psycho-educational test reports. Use of these reports is an integral part of every post-secondary disability service office. Students will learn to administer and interpret the most popular (and valid) psycho-educational tests used in the post-secondary setting. These tests include: the Wechsler Adult Intelligence Scale (Third Edition–WAIS-III); the Woodcock-Johnson Tests of Achievement–Revised; and Woodcock-Johnson tests of Cognitive Ability–Revised. Other tests, such as the Wechsler Memory Scale (Third Test, Fourth Edition), and others, will be discussed. Prerequisite: SPED 511.

SPED 676. Assistive Technology **2 credits**

Designed for graduate students seeking to work in post-secondary institutions with adults with disabilities, this course covers various aspects of assistive technology used for individuals with disabilities. Focus will be on identifying, purchasing, and using various types of assistive devices at the post-secondary level. Prerequisites: SPED 672, 674, or employment in disability services and the consent of the instructor.

SPED 679. Internship in Adult Services **1–6 credits**

(Repeatable—must have six credits to complete program). Prerequisites: SPED 511, SPED 671, SPED 672, or 673, 674, 675, 676, EDUC 610, and SPED 660 or EDUC 556.

SPED 688. Practicum in Multicategorical Special Class with Integration-Elementary (SCI) 3 credits

This course provides students with field experience working in elementary programs for students in multicategorical SCI settings. Students will obtain practical first-hand experience of working with curriculum and teaching strategies. Prerequisites: SPED 210 or equivalent, SPED 510, 511, 514, 621, 631, 641, teacher certification or permission of instructor. "In progress" grade option available for this course.

SPED 689. Practicum in Multicategorical Special Class with Integration-Secondary (SCI) 3 credits

This course provides students with field experience working in secondary programs for students in multicategorical SCI settings. Students will obtain practical first-hand experience of working with curriculum and teaching strategies. Prerequisites: SPED 210 or equivalent, SPED 510, 511, 514, 621, 631, 641, teacher certification or permission of instructor. "In progress" grade option available for this course.

SPED 700. Research Project 3 credits

This course focuses on conducting independent research with an emphasis on action or classroom based methodology. Students must conduct research project and report their findings through a written document that meets the department guidelines. An oral presentation of this research must be presented to the university at large. Prerequisites: Completion of 90% of required course work, EDUC 710, 711.

SPED 713. Legal Aspects of Special Education 2 credits

This course explores the legislative and litigative reforms of Special Education. Special Education law including The Individuals with Disabilities Act (IDEA) and Section 504 of the Vocational Rehabilitation Act will be addressed along with recent court decisions relative to these laws. Prerequisite: Graduate status.

SPED 715. Individual Study in Special Education 1-3 credits

Offers students the opportunity to conduct in-depth exploration into problems related to their major core of study not specifically covered in other courses. A substantial written report, as well as an informal oral report will be required. Students meet regularly with their instructor. No more than three credits count towards the master's degree. Prerequisite: Permission of department. "In progress" grade option available.

SPED 716. Contemporary Issues in Special Education 3 credits

This course focuses on current issues facing the field of special education. Topics that impact on today's special education teacher as well as future issues will be explored through a seminar format. Prerequisite: SPED 210 or equivalent.

SPED 720. Special Topics 1-3 credits

A study of current specialized topics in the field of special education. Prerequisite: SPED 210 or equivalent.

SPED 750. Curriculum Development and Design 3 credits

Course focuses on aspects of special education curriculum in the schools including historical foundation, curriculum planning implementation and evaluation, principles of curriculum organization, outside forces impacting on the curriculum and future trends. Prerequisite: Currently held licensure in special education or permission of instructor.

SPED 751. Staff Development in the Schools 3 credits

Course will focus on skills in modes of intervention diagnosing problems and identifying target groups as part of the staff development process designed to improve schools. Students will be concerned with planning, conducting, and evaluating staff development programs. Prerequisite: Currently held licensure in special education or permission of instructor.

EDUC 552. Diagnostic and Prescriptive Techniques of Teaching Reading 4 credits

Diagnostic and prescriptive techniques for classroom teachers of reading. Corrective techniques appropriate for less severe reading disabilities; writing diagnostic and progress reports; parent interviews; designing prescriptions for teaching, tutoring and evaluating children in clinical setting. Lecture and laboratory. Graduate students will be required to fulfill all 452 requirements as well as design a K-12 reading inventory and prepare a case study on the client assigned. Prerequisites: One foundation course in reading and at least two years teaching experience.

EDUC 556. Teaching Reading to Adolescents and Adults 3 credits

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

EDUC 610. Counseling Adults with Disabilities 3 credits

An overview of current techniques and strategies used by counseling professionals as they interact with adult clients with disabilities. Students will have the opportunity to apply counseling strategies to the treatment of adults with disabilities as they participate in role-playing exercises and complete a counseling internship. Prerequisite: Graduate status or instructor permission.

EDUC 710. Research Methods 3 credits

This course will provide students with basic skills in conducting educational research including rationale, types of research methodology and ethics.

EDUC 711. Research Statistics 3 credits

This course is an introduction and application of descriptive statistics, correlation estimation, and hypothesis testing through the use of the t, ANOVA, and Chi-Square.

EDUC 715. Teaching Culturally Diverse Students in Special Education Settings 2 credits

Designed to assist special education teachers in developing the understanding of issues surrounding cultural and gender diversity within special education settings. Prerequisites: SPED 210 or equivalent, graduate status, or permission of instructor.

EDUC 720. Special Topics in Education 1–3 credits

This course will focus on current specialized topics in the field of education.

Master of Occupational Therapy

College of Education and Health Sciences

Occupational Therapy is a health and rehabilitation profession that helps people regain, develop and build skills that are important for independent functioning, health, well being, security and happiness. Occupational Therapists address psychological, social, physical and environmental factors that impede independent functioning in all aspects of life. This unique perspective is reflected in our curriculum design emphasizing health, occupation, professionalism and ethical integrity. Prior to entering the MOT program, students receive a strong foundation in the liberal arts completing a minimum of two years of prerequisite coursework. The professional phase of the program is arranged in life-span development and includes five semesters on campus with the final semester including 24 weeks of full-time field experience. With this three-year format, students will have the opportunity to enroll in electives, special topics or independent study courses that will enrich their educational experience. In addition to this, the MOT program has an Assistive Technology Lab that serves as a resource center offering free assistive technology services to health-care professionals and the

community. Students will have the opportunity to study and work in this area.

St. Ambrose's Master of Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA); 4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220. Telephone: (301) 652-2682. Program graduates are eligible to sit for the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an occupational therapist (OTR). (Please note that students will be asked to answer questions related to felony convictions when applying to take the exam). In Iowa, and most states, a professional license is also required for practice. The NBCOT exam typically serves as the licensing exam but students will need to apply separately for licensure.

Admission Requirements/Procedures

Students wishing to enter the Master of Occupational Therapy program must complete the requirements listed below.

1. Complete the prerequisite coursework prior to beginning the MOT program.
 - BIOL 202: Human Anatomy and Physiology 4 cr
 - BIOL 204: Advanced Human Anatomy and Physiology 4 cr
 - HS 250: Medical Terminology or competency 1 cr
 - MOT 255: Orientation to OT 1 cr
 - ENGL 101: Written Communication or
 - ENGL 217: Written Business Comm 3 cr
 - COMM 101: Principles of Public Speaking 2 cr
 - CSCI 120: Intro to Computer Science or competency 3 cr
 - PHIL 207: Ethics 3 cr
 - Social Sciences including the following: 12 cr
 - PSYC 305: Life-Span Developmental Psychology 3 cr

STAT 213: Applied Statistical Reasoning for the Sciences 3 cr
 (if a math statistics course is approved, student must complete an additional Social Science course)

2. Have a minimum grade-point average of 2.8 (on a 4.0 scale) at the time of application and enrollment in the professional program.
3. Submit three letters of reference on the official forms available in the application packet. These references should be from persons familiar with the applicants qualities related to becoming an occupational therapist.
4. Provide documentation of 50 hours of OT volunteer experience completed in at least two different OT settings. This documentation should be submitted with the application, should be on official letterhead and should be signed by a registered OT, or the applicant may submit documentation of employment in an occupational therapy setting.
5. Complete an on-campus interview.
6. Submit MOT application and all support documents to the MOT Office by January 31st. However, applications will be accepted until the class is filled.
7. If the student plans to complete their baccalaureate degree while enrolled in the MOT program, applicants should have completed most of the following general education requirements by the time of acceptance into the program. They will also need to complete all the major requirements for their baccalaureate degree prior to enrolling in the third year of the MOT program. Students may need to enroll in summer and interim session to complete this course of study in five years.

General Education Requirements

AREA	REQUIREMENT	CRS
Health and PE	PED 149 & 1 course	2-3
Information Literacy	IL 101	1
Foreign Language	Competency or 201 equivalent	3-11

Philosophy/Theology	3 courses	9
Humanities	2 courses	5-7
Creative Arts	1 year applied music or 1 course	2-3
Natural Sciences	1 course	3-4
Multidisciplinary	2 Arts & Sciences course; 1 each from humanities and natural sciences	6

8. Students will be notified before the end of March regarding acceptance into the program. Please note additional requirements may be added. Students should check with the MOT Department for the most current information.

Transfer Students or Certified Occupational Therapy Assistants

Transfer students from other colleges and universities can apply for admission to St. Ambrose and the MOT program. Students must be admitted to the university as well as the MOT program. Admission to SAU does not guarantee advancement into the professional program. Transfer students should submit copies of all transcripts to the MOT Department. A photocopied catalog description of all transferred support courses must be submitted along with the application. These transcripts will be considered a part of the application and are necessary to determine admission and placement. Transcripts must be received by the application deadline.

Certified Occupational Therapy Assistants should contact the MOT Department to determine if prior coursework or work experience will be granted credit.

Appeal Procedures for Progression and Retention/Readmission

Students have the right to appeal decisions related to admissions, progression, or retention to the Admissions and Retention Committee. All questions dealing with absence issues, GPA issues, leave of absence, etc will utilize this policy.

Procedures:

1. The student's request from appeal must be made in writing to the chair of the Admissions and Retention Committee within two weeks of being notified of his/her status in the occupational therapy program.
2. Students must appeal decisions of the Admissions and Retention Committee by submitting written reasons for challenging the committee's decision by the appeal date set by the committee.
3. The student may attend the appeal meeting for the portion during which the challenge is read and may be asked to supply additional information orally.
4. The student members of the Admissions and Retention Committee will participate in the appeal process.
5. The student and faculty members of the Admissions and Retention Committee who have direct involvement in the case and who feel they are unable to act in good faith will excuse themselves from the appeals process. In those instances, alternate committee members will serve.
6. The decision of the committee will be made by majority vote of those committee members present using a secret ballot.
7. The student will be verbally informed by the chair of the committee after the meeting. The chair will write a letter regarding the decision to the student and a copy will be placed in the student's file.
8. The student has the right to appeal the committee's decision to the dean of the College of Education and Health Sciences in writing within one week after receiving notification of the decision.

MOT Grading Policy

- A = 93 – 100%
- B+ = 91 – 92%
- B = 85 – 90%
- C+ = 83 – 84%

C = 77 – 82%

D = 69 – 76%

P: passing work completed in a course

NP: not passing work completed in a course

IP: in progress work (for students in courses that are not expected to be completed within the normal semester)

Student Retention

Academic Performance

1. If a student earns a “C” in any major content course the student must meet with their advisor to develop a remediation plan regardless of their GPA standing.
2. If the student earns a grade lower than a “C” in any of the professional OT coursework, the student must re-take this course(s) and earn a grade of “C” or better to progress in the MOT program, provided that the student maintains a minimum GPA of 3.0 or higher. The student is allowed to re-take a course one time.

Minimum Acceptable GPA

1. Students must maintain a minimum GPA of 3.0 on a 4.0 scale in the MOT professional program coursework.

Academic Probation

1. If the student drops below a 3.0 GPA, the student will receive written notice from the MOT department. The student will be placed on academic probation.

Remediation and Retention

1. When a student is placed on academic probation, they have two options:
 - a. the student has one semester to bring their cumulative professional coursework GPA up to a minimum 3.0. If the student fails to do this, the student will be dropped from the program.
 - b. the student can elect to re-take coursework for a second grade option to bring their cumulative professional coursework GPA up to a minimum 3.0. The student may not be enrolled in any professional MOT courses

until the second attempt has been successfully completed.

Dismissal

1. Dismissal from the University will automatically be considered dismissal from the MOT program.

MOT Graduation Requirements

1. Students must earn a baccalaureate degree prior to their third year in the MOT program.
2. Students must complete the 91 required MOT credit hours.
3. Students must complete at least two Special Topics OR Independent Studies OR Electives (approved by department) for a minimum of 2 credits.
4. Students must maintain a cumulative GPA of 3.0 in the MOT curriculum.
5. Students must successfully complete MOT 650 and 655.

Field Experience

Students will be completing field experience while enrolled in coursework at St. Ambrose and will be completing 24 weeks of full-time field experience upon completion of their MOT coursework. Students are responsible for their own transportation, travel and housing costs for these experiences. In addition, students will still be paying tuition while completing their field experience.

Time Requirements for Completing Occupational Therapy Program

The professional phase of the Occupational Therapy program falls into two categories:

- Academic coursework on campus (5 semesters)
- Level II Fieldwork (6 months)

Academic

The academic portion must be completed within 60 months from initial entry into the program.

Fieldwork

Fieldwork experiences must be completed within 24 months of fulfilling their academic portion.

One Price Tuition Plan

Students in the MOT program will be included in the SAU One Price Tuition Plan. This tuition plan is higher than tuition for other SAU students but it will eliminate all course fees and includes some of the other miscellaneous costs incurred by occupational therapy students. The one price plan ensures that tuition costs remain at one rate throughout the normal course of graduate study making financial planning easier, and giving students the opportunity to take elective courses at no additional cost.

Master of Occupational Therapy Curriculum

Semester 1

PSYC 403	Behavioral Neuroscience	4
MOT 410	Foundations of Occupation	3
MOT 420	Fundamentals of Purposeful Activity	3
MOT 440	OT Applied Kinesiology	3
MOT 450	History and Philosophy of OT	3

Winterim

MOT 430	Introduction to OT Group Theory	2
---------	---------------------------------	---

Semester 2

MOT 460	Occupational Studies I	3
MOT 465	Field Experience with Pediatrics	2
MOT 467	Psychosocial Interventions Across the Lifespan	4
MOT 470	OT with Pediatrics	5
HS 500	Pathology for the Health Professional	3

Semester 3

HS 501	Pharmacology for the Health Professional	2
MOT 530	Occupational Studies II	3
MOT 535	Field Experience with Adults	2
MOT 540	OT with Adults	5
MOT 545	Research I	2

Semester 4

MOT 550	Applied Orthotics	2
---------	-------------------	---

MOT 560	Occupational Studies III	3
MOT 570	OT with Older Adults	5
MOT 575	Research II	3

Interim/Summer

MOT 566	Field Experience with Older Adults	2
MOT 600	Research III (Data Collection)	2

Semester 5

MOT 620	Advanced Occupational Therapy Across the Lifespan	4
MOT 630	OT Leadership & Management	4
MOT 640	Clinical Reasoning and Ethics in Occupational Therapy	3
MOT 645	Research IV	2

Semester 6

MOT 650	Level II Fieldwork Experience	6
MOT 655	Level II Fieldwork Experience	6
MOT 660	Optional Level II Fieldwork Experience	1-6

Any Semester

*MOT 510	Special Topics	1-3
*MOT 511	Independent Studies	1-2

*These courses are not required every semester but students will need either two special topics OR two independent study OR two approved electives for graduation. (See graduation requirements).

Estimated Costs

Application Costs

Application fee	\$25
Acceptance fee	\$200
Waiting list fee (non-refundable)	\$25

Additional Costs

Hepatitis B vaccination (recommended)	\$160
AOTA membership	\$50
IOTA membership	\$15
Fieldwork attire (lab coat, name badge)	\$65
Textbooks	\$850-950

Costs listed above are for 2003-04. Students seeking admission at a later date should check with the program director for exact current costs.

Course Descriptions

HS 250. Medical Terminology 1 credit

Emphasizes the recognition, definition, and pronunciation of medical terms. The student will understand the meaning of these words by defining the word roots and combining forms.

HS 500. Pathology for the Health Profession 3 credits

This course deals with the nature and cause of human disease. The effects of disease on the structure and function of the body tissues and systems will be examined along with the personal aspect of receiving a diagnosis. A strong emphasis will be placed on the clinical appearance of disease including etiology, commonly observed signs and symptoms and basic pathogenesis along with the individuals/ role in prevention and the promotion of health. Students will develop the ability to review medical information and determine how this correlates to the needs and occupations of their clients. Prerequisite: BIO 204.

HS 501. Pharmacology for the Health Professional 2 credits

This course studies the basic pharmacological principles and application to health professionals involved in rehabilitation. Pharmacotherapeutic agents will be discussed based on the type of disorders these agents treat, the rationale and implications for use, and the adverse effects. This area of study is important, as it is the professional responsibility of the occupational therapist to be aware of how these agents will impact the individuals they serve. Prerequisite: HS 500.

MOT 255. Orientation to Occupational Therapy 1 credit

This introductory course into the profession of occupational therapy addresses professional terminology, core values, ethics, standards of practice, licensure, certification and educational requirements to enter the profession as well as current roles of occupational therapists within a variety of different practice areas.

MOT 410. Foundations of Occupation 3 credits

This course introduces the concepts, strategies, and skills related to the use of self as a therapeutic agent in the professional role of an occupational therapist. The power of occupation as it influences health across the lifespan is stressed. Multicultural issues related to occupational therapy are explored. Ethical problem-solving is introduced. Prerequisite: Admission into the MOT program.

MOT 420. Fundamentals of Purposeful Activity 3 credits

This course focuses on the development of critical thinking skills as they are related to the selection of occupationally based treatment in occupational therapy. Two specific aspects will be examined: purposeful activity within the context of the profession of occupational therapy as well as purposeful activities given an individual's treatment needs. This course will assist the student in developing skills in activity analysis, synthesis, and reasoning. This course will also identify how activity demands, performance patterns, client factors, performance skills and contextual differences may influence an individual's interests, concerns and response to therapy. Prerequisite: Admission into the MOT program.

MOT 430. Introduction to Group Theory in Occupational Therapy 2 credits

Group leadership skills following a seven-step format will be developed. Students will gain an understanding of group dynamics including group process, development, norms and roles, termination as well as dealing with special client populations exploring concepts of health and wellness. Introduction to occupational therapy group theories and frames of reference will be presented. Students will develop professional, ethical critical thinking skills regarding group dynamics and group leadership in the selection of appropriate occupational therapy interventions utilizing a group setting. Prerequisite: MOT 410.

MOT 440. Applied Kinesiology 3 credits

This course includes the study of the active and passive structures and the forces that impact human movement, an integral component to occupation. Students will learn to utilize the theoretical concepts of Kinesiology and biomechanics to analyze normal patterns of movement in healthy individuals and the impact abnormal patterns of movement will have on an individual's occupation. Students will learn appropriate assessment and treatment of movement problems as they relate to the performance of activities important to their clients. Prerequisite: BIOL 204.

MOT 450. History and Philosophy of Occupational Therapy 3 credits

This course is designed to explore the historical development of the occupational therapy profession from a sociopolitical perspective and to identify the various philosophical approaches to understanding health and the human as an occupational being. The student will learn about the founders of the profession, the underlying principles of the profession, and the significance of OT theories, models, and frames of reference as they relate to the form and function of occupational therapy. The ethical values, beliefs, and professional characteristics of occupational therapy will also be explored. Prerequisite: Admission into MOT program.

MOT 460. Occupational Studies I 3 credits

The essential occupations of infants to young adults are studied to understand their unique areas of occupation, performance patterns, and contexts. This course analyzes the relationships between occupational activity, health, and growth and development. Finally, assessment and therapeutic strategies that focus on compensation/adaptation of tasks and environments, disease/disability prevention, and health/wellness promotion are explored in order to optimize occupational engagement when there is a disruption in functional performance. Evidence-based

clinical reasoning skills are fostered to encourage knowledge of best occupational therapy practice choices. Corequisite: MOT 470.

MOT 465. Field Experience with Pediatrics 2 credits

This course will integrate information learned in other MOT courses through both field experiences and classroom activities. Students will be placed in settings that serve children (0-21). They will have the opportunity to observe and interact with individuals and with groups. In the classroom, students will have the opportunity to discuss and synthesize their experiences. Through the clinical and classroom experiences, students should learn to appreciate the role of occupation as it promotes health and wellness in children, develop professional work skills and behaviors, and exhibit ethical integrity.

MOT 467. Psychosocial Interventions Across the Lifespan 4 credits

This course addresses the occupational therapy process from referral to discontinuation of services for individuals with psychosocial concerns across the lifespan in both traditional and non-traditional settings. Students will explore theories and frames of reference utilized in providing ethical services to individuals with psychosocial health and wellness impairments across the lifespan. This course will include assessment, occupation based treatment planning, intervention, and exploration of community resources for discharge planning. Social, economic, legal, ethical and public policy issues involving mental illness will be addressed. Prerequisite: MOT 430.

MOT 470. Occupational Therapy with Pediatrics 5 credits

This course is the first of the interventions courses and addresses the OT process from the referral to discontinuation of services for the age 0-21 year old population. The normal and atypical development of occupation as it relates to health and wellness is explored. All aspects of profes-

sional and ethical decision making with the pediatric population is examined when choosing an appropriate frame of reference and setting, developing an occupational profile, analyzing occupational performance through assessment and evaluation, collaboratively creating an intervention plan with goals and objectives, and planning discontinuation of services. Prerequisite: MOT 440, PSYC 403.

MOT 510. Special Topics 1–3 credits

This course will explore some aspect of occupational therapy in more depth than is possible in a core course. Topics to be announced. Course may be repeated if topics are different. Prerequisites will vary by topic. It might include study of an OT practice area assessment, intervention or issues within our profession.

MOT 511. Independent Study 1–2 credits

Selected topics in Occupational Therapy that are of a strong interest to the student will be offered on an individual basis. The topic will be determined by the instructor and the student. Course may be repeated if topics are different.

MOT 530. Occupational Studies II 3 credits

The essential occupations of early and middle adulthood are studied to understand their unique areas of occupation, performance patterns, and contexts. This course continues to develop a rich understanding of the relationships between occupational activity, health, and growth and development. Finally, assessment and therapeutic strategies that focus on compensation/adaptation of tasks and environments, disease/disability prevention, and health/wellness promotion are explored in order to optimize occupational engagement when there is a disruption in functional performance. Evidence-based clinical reasoning skills are applied to make the best occupational therapy practice choices. Prerequisite: MOT 460.

MOT 535. Field Experience with Adults 2 credits

This course will integrate information learned in

other MOT courses through both field experiences and classroom activities. Students will be placed in settings that serve the young and middle adult population. They will have the opportunity to observe and interact with individuals and with groups. In the classroom, students will have the opportunity to discuss and synthesize their experiences. Through the clinical and classroom experiences, students should learn to appreciate the role of occupation as it promotes health and wellness in adult, develop professional work skills and behaviors, and exhibit ethical integrity. Prerequisite: MOT 465.

MOT 540. Occupational Therapy with Adults 5 credits

This course addresses the OT process from referral to discontinuation of services for adults in the settings in which they are served. All aspects of ethical and professional provision of occupational therapy for the adult population are examined when choosing an appropriate frame of reference, developing an occupational profile, analysis of occupational performance through assessment and evaluation, tools, collaboratively developing a treatment plan and goals and planning for discharge. Students study in further detail the theories of creation/promotion, restoration, maintenance, modification, prevention and wellness approaches. This course emphasizes occupational based treatment with outcomes of occupational performance, client satisfaction, role competence, health and improved quality of life. Prerequisite: MOT 470.

MOT 545. Research I 2 credits

The student will critically examine and develop an appreciation for the impact of research in the profession of occupational therapy. Knowledge and skills in information searching, obtaining research funding, research question development, and ethical clinical application of research to practice from an evidence based practice framework will be conducted. This is the first course in a four-course sequence focusing on

research in occupational therapy. Prerequisite: Introductory statistics course and admission into the MOT program.

MOT 550. Applied Orthotics 2 credits

This course is designed to enhance professional and ethical problem-solving and skill in the fabrication of orthotic devices to promote and enhance occupation in persons with injuries or pathologies in the upper extremities.

Prerequisite: MOT 440.

MOT 560. Occupational Studies III 3 credits

The essential occupations of older adults are studied to understand their unique areas of occupation, performance patterns, and contexts. This course continues to develop a rich understanding of the relationships between occupational activity, health, and growth and development. Finally, assessment and therapeutic strategies that focus on compensation/adaptation of tasks and environments, disease/disability prevention, and health/wellness promotion are explored in order to optimize occupational engagement when there is a disruption in functional performance. The student will synthesize occupational therapy practice options with evidence from research to make the best clinical decisions. Prerequisite: MOT 530.

MOT 566. Field Experience with Older Adults 2 credits

This course will include both field experience and classroom activities. Students will be placed in settings that serve the older adult. They will have the opportunity to observe and interact with individuals and with groups. In the classroom, students will have the opportunity to discuss and synthesize their experiences. Through the clinical and classroom experiences, students should learn to appreciate the role of occupation as it promotes health and wellness in the older adult, develop professional work skills and behaviors, and exhibit ethical integrity. Prerequisite: MOT 535.

MOT 570. Occupational Therapy with Older Adults 5 credits

This course addresses the professional and ethical provision of occupational therapy services across the continuum of care for older adults. Students study the health, well-being and occupations of older adults and analyze the impact that normal aging, disease, and disability have on this population. In addition, the social, economic, political, geographic, and demographic issues unique to older adults are explored. Prerequisite: MOT 540.

MOT 575. Research II 3 credits

The student will critically examine professional occupational therapy literature and develop a research proposal with faculty guidance to further explore during MOT 600 and MOT 645: Occupational Therapy Research III and IV. Upon question identification, various research activities will be initiated to explore the importance and need for research in the profession of occupational therapy. Self directed learning will be stressed. Writing skills necessary for publication will be addressed. This is a writing intensive (WI) course. Prerequisite: MOT 545.

MOT 600. Research III 2 credits

Sampling methods learned in MOT 575 will be implemented and ethical data collection procedures for research will be completed with guidance of a faculty research mentor. Concepts of interrater and intrarater reliability and data reduction will be explored. Pass/No Pass Grade. Prerequisite: MOT 575.

MOT 620. Advanced Treatment Theories 4 credits

Students will develop advanced knowledge of OT theoretical approaches to patient care and frame of reference practice skills used in professional OT practice across the lifespan. Students will analyze and evaluate ethical treatment approaches as they relate to the planning and evidenced-based practice for particular patient

populations. Students will develop hands-on treatment skills to promote the health of clients through occupation. Prerequisite: MOT 570.

MOT 630. Occupational Therapy Leadership and Management 4 credits

The student will develop skills required to perform the occupation of a manager of occupational therapy service as well as understand the importance of entering the field of OT as a leader and change agent. This will include knowledge of health care trends and legal issues as well as various models of service delivery and program management. The importance of developing a professional and ethical identity is a focus. The student will develop a comprehensive model for the delivery of occupational therapy services in an existing or emerging practice area. Prerequisite: Final academic semester in MOT program.

MOT 640. Clinical Reasoning and Ethics in Occupational Therapy 3 credits

This is an advanced level graduate course designed to identify the critical issues in the delivery of best professional practice in the ever-changing market. Clinical reasoning and ethical decision-making as it applies to the promotion of health of clients through occupation is explored through case-studies and hands-on client contact. Best evidenced-based practice is applied as students develop collaboration and consultation skills in the community. Prerequisite: Final academic semester in MOT program.

MOT 645. Research IV 2 credits

Students will continue to critically examine current Occupational Therapy literature and complete a research proposal: single case study design or research project. Students will build upon research and scholarly knowledge gained from Research I, II and III. Emphasis is placed upon critical analysis of current Occupational Therapy literature, encouraging students to be consumers of research, fostering professional

evaluation of theories and techniques utilized in clinical practice. Upon completion of the course, the student will have professionally presented research findings to relevant faculty and student members of the campus community. Students are encouraged to explore submission of their research manuscript for publication consideration as well as presentation of research findings at the state and national level during occupational therapy and non-occupational therapy conferences. Prerequisite: MOT 600.

MOT 650. Level II Fieldwork Experience 6 credits

This is the first fieldwork experience during which students are asked to demonstrate entry-level competency as an occupational therapy professional. This experience may take place in a variety of practice settings, servicing a variety of clients across the lifespan. This experience should allow the student to impact the health of their clients through the application of purposeful and meaningful occupation; promote clinical reasoning; enable ethical practice and develop their competency and professionalism as an occupational therapist. Pass/No Pass grade. Prerequisite: Successful completion of academic portion of MOT program.

MOT 655. Level II Fieldwork Experience 6 credits

This is the second fieldwork experience during which students are asked to demonstrate entry-level competency as an occupational therapy professional. This experience may take place in a variety of practice settings, servicing a variety of clients across the lifespan. This experience should allow the student to impact the health of their clients through the application of purposeful and meaningful occupation; promote clinical reasoning; enable ethical practice and develop their competency and professionalism as an occupational therapist. Pass/No Pass grade. Prerequisite: Successful completion of academic portion of MOT program.

MOT 660. Level II Fieldwork**Experience****1–6 credits**

This fieldwork experience is for the student who has successfully completed MOT 650 and 655 and wishes to experience occupational therapy in additional practice settings. This experience may take place in a variety of practice settings, servicing a variety of clients across the lifespan. This experience should allow the student to impact the health of their clients through the application of purposeful and meaningful occupation; promote clinical reasoning; enable ethical practice and develop their competency and professionalism as an occupational therapist. Pass/No Pass grade. Prerequisite: MOT 650, 655.

Master of Organizational Leadership

College of Arts and Sciences

The accelerated Master of Organizational Leadership (MOL) program at St. Ambrose University is an interdisciplinary graduate program of study designed to develop skills and nurture abilities for effective leadership. Effective leadership is essential to the success of any endeavor in both the public and private sectors. Businesses, government agencies, elected offices, charitable organizations, and churches, to name a few, need valuable leaders who can identify, promote, and accomplish organizational goals and objectives. In this context, MOL program students will become more aware of their own strengths, attitudes, and behaviors, and the effects they have on others as leaders. The MOL program also provides individuals currently in or seeking leadership positions with the conceptual and analytical skills necessary for successful leadership. The Master of Organizational Leadership program reflects St. Ambrose University's commitment to promoting community service, personal growth, and practical professional training

opportunities for students.

Mission Statement

The Master of Organizational Leadership program at St. Ambrose University nurtures students' abilities and enables students to strengthen their capacities as leaders through the development of tools and skills for effective leadership in organizational settings including promoting the importance of service to communities.

Goals and Objectives

Students will:

- Learn multiple theoretical frameworks of leadership.
- Gain skills to communicate and participate effectively in organizational and community settings including oral, written, and electronic formats.
- Be empowered to act competently and confidently in leadership roles.
- Identify and address the relationships between leaders and systemic processes, such as organizational, behavioral, political, incremental, and global influences on policy change.
- Understand the importance of diversity and tolerance as essential to organizational success and effective leadership.
- Become more reflective as ethical human beings and ethical leaders.
- Develop research competencies founded in accepted methodological, philosophical, and scientific principles as they relate to organizational and leadership practices.

Admission Requirements

Individuals with an undergraduate degree from an accredited institution in any field may apply for admission to the MOL program. All applications must meet the following requirements:

1. Applicant must have a bachelor's degree from an accredited college or university.
2. Applicant has an undergraduate GPA of at least 3.0 on a 4-point scale.
3. Applicant must submit a typed three-to-five-

page essay discussing your background in leadership including work related, community, and public service. The essay should also discuss your goals and objectives as a leader as well as your goals and objectives for pursuing graduate level studies in leadership. Finally the essay should discuss scholarship, literature, and practices of leadership that you have read, mastered, and/or incorporated successfully into your professional, community, and personal life experiences. The final section of the essay should include references and a bibliography of three to five sources. The essay will be evaluated for clarity, focus, grammar, and spelling as well as content.

4. Submit a resume and/or completed application with two letters of recommendation that speak to the student's interests, academic abilities, and potential as they pertain to leadership as described in the mission statement and the goals and objectives of the MOL program.

Application Procedure

To apply for admission into the MOL program submit the following to the MOL Office located at 1518 W. Locust St., Davenport, IA 52803 care of the director of the Master of Organizational Leadership.

1. Completed application, resume, and letters of recommendation.
2. Official undergraduate transcript.
3. Three-to-five-page essay on leadership and your goals and objectives.
4. Submit a resume and/or completed application with two letters of recommendation that speak to the student's interests, academic abilities, and potential as they pertain to leadership as described in the mission statement and the goals and objectives of the MOL program.

In order for the student to register for classes, the director of the MOL must receive evidence that the student has met the academic admission requirements of the program. Examples of evidence include copies of transcripts indicating the

undergraduate GPA and the degree earned and a completed application for admission. All materials, including an official transcript, must be on file before the student will be allowed to register for a second session. Students will not be allowed to register for more than one course until all materials are received and an official admissions decision is made. Requests to waive this requirement due to extenuating circumstances must be reviewed by the director of the Master of Organizational Leadership.

Admission Status

Students may be admitted to the MOL as follows:

1. Full Admission: the student's file is complete and all minimum criteria for admission has been met.
2. Conditional or 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: 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 Status

MOL students are required to maintain a 3.0 (B) grade point average. If a student falls below a 3.0 GPA he/she is placed on academic probation. For each "C" earned, there must be an offsetting "A". Only two "C" grades are permitted in the graduate program. A third "C" or an "F" results in academic dismissal from the program. An MOL

student is permitted only one outstanding incomplete (I) at any given time during their academic studies in the program. Evidence of when the “I” will be completed must be presented to the director of the MOL by the end of the first week of the session following the session in which the “I” was received. A student will not be permitted to enroll in subsequent courses until the I is removed. Requests to waive this restriction due to extenuating circumstances must be reviewed by the director of the MOL.

A full-time load for a semester is 9 credits. A student in his/her first semester will take only one course during the first session, normally MOL 501. Upon successful completion of the first course in the curriculum, the student may then take two courses in the next 8-week session, but no more than nine credits (3 classes) in any traditional 15-16 week semester. Students who seek to complete the degree in less than two years are strongly encouraged to keep outside work to a minimum due to the rigorous schedule. A student working full-time is encouraged to take no more than one course per 8-week session. The student must consult with their MOL academic advisor and receive approval of the director of the MOL to address special considerations and extenuating circumstances to this policy.

A student selecting the thesis track (MOL 719 and MOL 720) will sign up for one credit at a time for a maximum of 3 credits to be completed in one to three traditional 15- week semesters. The thesis may be approved as quickly as one semester (at which time the student will earn all three credits) or as long as three traditional semesters. In total, the student must complete the thesis in four traditional semesters, or two years. An In- Progress (IP) designation is noted on the student's transcript until the thesis is completed. Extenuating circumstances to this policy must be approved by the primary thesis advisor/reader and the director of the MOL. See Degree Requirements and Course Descriptions for more

details and information.

A student selecting the comprehensive examination track will enroll in the capstone course (MOL 722) and take the comprehensive examinations toward the end of that semester. Should the student fail the comprehensive examination, the test can be retaken the following semester. See Degree Requirements and Course Descriptions for more details and information. The student who maintains good academic standing will normally complete the MOL degree in two to two-and-a-half years.

Transfer Credits

Students may transfer up to nine graduate credits from an accredited college or university provided the credits carry a “B” or better, the course(s) are determined to be relevant to the MOL program, and the courses were completed in the past seven years. Students who complete the organizational management concentration through St. Ambrose University may apply for all 15 credits to count toward the MOL degree as stipulated in the course requirements. (See Degree Requirements.)

Degree Requirements

There are two options for the completion of the MOL degree.

1. **Thesis Track:** 36 credit hours including the LTPS foundation course (3 credits), 18 credits of core courses, 9 credits of electives, MOL 719: Research Methods, and MOL 720: Thesis. The student may enroll in MOL 719 after completing the Core Requirements (18 credits). The student may enroll in the thesis only after completing MOL 719 and 30 credit hours toward the degree. The student enrolls for one credit at a time until the thesis is completed, for a maximum of 3 credits. The thesis must be completed within two years of the initial enrollment in the thesis. Permission of the thesis advisor and program director is also required to enroll in the thesis. The thesis track is recommended for the student consid-

ering advancing on to a Ph.D. program or where conduct of research is a vital component of the student's career.

2. **Comprehensive Examination Track:** 36 credit hours including the L TPS foundation course, 18 credits of core courses, 12 credits of electives, and MOL 722: Capstone/Comps. The student may enroll in MOL 722 upon completion of 30 credit hours toward the degree. However, the student may not take the comprehensive exams until all other credits (33) have been completed. Permission of the MOL director is required to sign up for the comprehensive examinations. The comprehensive examination track is recommended for the student whose career is closer to that of a practitioner rather than that of a researcher.

Foundation Course (3 credits)

MOL 690. (L TPS) Leadership Through People Skills (MBA 690)

Core Requirements (18 credits)

MOL 501. Leadership Theories, Practices, Context

MOL 512. Assessing Leadership Skills

or

MOL 555. Managing Diversity

MOL 529. Conflict Resolution (MBA 529)

MOL 540. Organizational Communication

MOL 621. Organizational Theory and Behavior (MBA 621)

MOL 710. Ethics, Integrity, and Social Responsibility (MBA 710)

Electives (9 -12 credits depending on track)

MOL 512. Assessing Leadership Skills

MOL 515. Critical Thinking and Decision Making

MOL 550. Psychology of Motivation

MOL 555. Managing Diversity

MOL 557. Building Teams

MOL 650. Public Policy and Government Regulation

MOL 655. Political and Civic Leadership

MOL 685. Human Resources (MBA 685)

MOL 701. Planning Strategically (MBA 701)

MOL 719. Research Methods

MOL 790. Independent Inquiry in Leadership

MOL 792. Special Topics

Candidacy Degree Requirement (3-6 credits depending on track)

In addition to the above requirements, the student must complete one of the following to complete the degree:

1. Thesis track (6 credits): MOL 719. Research Methods (3 credits) and MOL 720. Thesis (3 credits, student enrolls one credit at a time)
2. Comprehensive exam track (3 credits): MOL 722. Capstone Seminar/Comps

Certificate in Organizational Leadership

A master's level certificate in organizational leadership comprised of 15 credit hours is available through St. Ambrose University. The certificate consists of four core MOL courses including MOL 501, MOL 529, MOL 540, MOL 710 and the LTPS foundation course MOL 690. The student must apply for admission into the MOL program in order to enroll in the organizational leadership certificate option. Upon completion of the certificate, the student may select to continue in the MOL program for the purpose of completing the MOL degree.

Certificate in Organizational Management

A master's level certificate in organizational management is available through St. Ambrose University. The certificate consists of 5 courses including MBA/MOL 690 (LTPS), MBA/MOL 621, MBA/MOL 685, MBA/MOL 701, and MBA/MOL 710. Upon completion of the certificate the student has the option of applying for admission to the MBA or the MOL for completion of either degree. Courses completed in the organizational management certificate count toward the MOL degree as indicated in the degree requirements. For admission and course requirements in the MBA see the Master of Business Administration.

Course Descriptions**MOL 501. Leadership Theories, Practices, Context** 3 credits

Analysis of contemporary theories and practices of leadership. Emphasis on application of theoretical concepts to actual leadership situations. Impact of organizational history and structure on leadership.

MOL 512. Assessing Leadership Skills 3 credits

Students develop a personal profile of their leadership style utilizing several inventories for identifying leadership competencies. Focus is on applying various instruments to effectively ascertain group leadership styles and increase knowledge of organizational dynamics.

MOL 515. Critical Thinking and Decision Making 3 credits

Examination of integrative thinking and problem solving as it pertains to leadership. Exploration of relationship between creative and critical thinking. Analysis of scientific methodology and logic and their influence on the study and practice of leadership.

MOL 529. Conflict Resolution 3 credits

Techniques and issues involved in managing conflict in interpersonal and intergroup settings. Role of the leader in using team dynamics to move groups or individuals to reach consensus and advance the organization.

MOL 540. Organizational Communication 3 credits

Focus on communication issues confronted in organizations. Examines theories and models of communication and the skills necessary for a leader to effectively communicate within the organization. Internal communication issues, strategies for effective communication, use of and issues surrounding new communication technologies are also explored.

MOL 550. Psychology of Motivation 3 credits

Examines contemporary approaches to motiva-

tion and the design and implementation of motivational strategies for effective personal and group performances.

MOL 555. Managing Diversity 3 credits

Covers issues involved in multi-cultural organizations, including developing consensus within the organization for valuing diversity, relationship building, communicating across cultures, and managing people of different genders, races and cultures. Issues of stereotype, bias, and resistance are examined from both a personal and organizational perspective with an emphasis on making meaningful contributions to diversity initiative within your organization and with external constituencies.

MOL 557. Building Teams 3 credits

This course combines theory and application of team developments, issues of readiness, the strengths and weaknesses of individual members and their impact on organizational effectiveness. The interdependency of corporate structures is investigated, as are ways in which to enhance the effectiveness of these interactions.

MOL 621. Organizational Theory and Behavior 3 credits

Study of the organization (for profit and non-profit) as a complex system: line and staff functions, administration/leadership styles, motivation and group dynamics, and impact of each on the achievement of organization goals.

MOL 650. Public Policy and Governmental Regulations 3 credits

Examines ways businesses and non-profit organizations can work with local and state governments to address issues of mutual concern. Provides an overview of governmental structures, process, and the policy-making environment. Looks at effective methods of communication and lobbying to enhance laws, concerns, and organizations.

MOL 655. Political and Civic Leadership 3 credits

Addresses the essentials of political, civic, and community service as both a full-time and part-time endeavor. Topics include civic literacy, citizen power, running for elected office, organizing and managing political and charitable organizations. Examines community service as an essential part of successful leadership.

MOL 685. Human Resources 3 credits

Human resource management at the first-line and middle management levels of personnel administration. Forecasting employment needs, attracting and orienting personnel, legal aspects of personnel selections, performance appraisal, motivations training and development, salary and promotion policies, discipline, and labor relations.

MOL 690. Leadership Through People Skills (LTPS) non-credit/3 credit option

Intensive five-day seminar (normally 8:00 a.m. to 6:00 p.m.) that transforms managers into leaders by creating the skills necessary to meet today's business and organizational challenges, and turn vision into reality. Emphasis on small-group learning, role-playing, action learning, and problem solving to improve leadership skills.

MOL 701. Planning Strategically 3 credits

Reviews the traditional organizational process and then examines the organization from a strategic perspective. Students will learn how to apply a variety of tools and techniques for decision-making and will develop strategic approaches to management decisions. Encourages students to think strategically about organizations in increasingly diverse environments.

MOL 710. Ethics, Integrity, and Social Responsibility 3 credits

A study of how personal values and ethical perspectives shape the concept and practice of leadership. Includes the role of values in determining the moral obligations of leaders and followers in shaping moral environments, in policy making,

and vision. How leaders can and do create ethical basis for action.

MOL 719. Research Methods 3 credits

Examine issues related to conceptualizing a research question, the role of theory in research, research design, and qualitative research methods. Basic quantitative methods such as survey design, data collection, and data analysis will also be covered. The student will begin preliminary research and development of a thesis proposal during the course. Required for students selecting the thesis track. Prerequisites: Student must have completed the Foundation and Core Requirements (21 credits) before enrolling.

MOL 720. Thesis in Leadership 3 credits

Student with approval of program of Study Committee writes and presents an original, empirically based research paper of substantive length and depth. Analysis, and creative approaches to leadership are emphasized. An oral defense of the research project by the program of Study Committee is an exit requirement. Prior to the oral defense a copy of the completed thesis should be submitted to the MOL director for placement in the library. Prerequisites: See MOL Degree Requirements, Thesis track. Pass/No Pass grade option. In progress option.

MOL 722. Non-thesis Capstone/Comps 3 credits

An 8-week capstone seminar for the purposes of review and synthesis of the MOL curriculum in preparation for comprehensive examinations. Credit is earned upon passing the comprehensive examinations. Pass/Fail. Prerequisites: Complete 30 credits toward the degree to enroll in the capstone seminar. Student may not take the exams until 33 of 36 credits are completed.

MOL 790. Independent Inquiry in Leadership 3 credits

This course is an experiential and theoretical exploration in an area of focused study regarding organizational development. This course incorporates case studies and experiential skill develop-

ment. Focuses on integration of information leading to an action plan for effective organizational future positioning. Course may be taken on-line depending on instructor. Prerequisite: Permission of program director.

MOL 792. Special Topics **3 credits**
Deals with specific topics not covered in regular course offerings. Course content to be agreed upon between student and the program director.

Master of Pastoral Studies

College of Arts and Sciences

The Master of Pastoral Studies (MPS) program offers professional and personal growth to men and women involved in active ministry to enable them to participate more fully in the variety of pastoral responsibilities and ministries within the Church.

The program includes educational, formational and experiential components. The MPS degree can be pursued on a full-time (three years) or part-time (five years) basis. The program is designed to incorporate the experienced-based learning style that is proper to adults, recognizing the ministerial background that the participants bring with them to the program.

The program is designed to meet the needs of students already involved in ministry and who therefore need a limited course load and a flexible schedule.

Small classes allow sharing and cooperation between students and teachers in the process of growth in ministry. With academic advising, students are able to fashion a program of studies around a number of foundational courses to meet their unique pastoral needs. The goal of the program is to assist the students in achieving new levels of understanding, integration, and expertise in ministry so that they may be of greater service to the faith community.

The focus of the program is on those who intend to minister in the communities and institutions of the Roman Catholic tradition, although members of other religious traditions will find the program broadly ecumenical and careful to respect and build upon religious, cultural and gender diversity.

Courses and workshops in theology, scripture, ministry, spirituality, counseling, human and behavioral social systems will be taught with special concern for pastoral application.

Requirements For Admission

1. Accredited baccalaureate degree.
2. Undergraduate grade-point average of 3.0 on a 4.0 scale.
3. Nine hours of theology including:
 - Introduction to Theology
 - Introduction to the New Testament
 - Introduction to the Old Testament
 Conditional admission to the program may be granted while fulfilling these prerequisite courses.
4. Two years of ministry experience after undergraduate education.

Degree Requirements

Thirty-two graduate credits, including six credits from each of the two groups of foundational courses (Theology and Scripture, and Pastoral Management), and completion of three semester credits of an Integration Project. The student must maintain a *B* average in the course work. (Only two *C*'s are allowed.) There is no minimum residency requirement. A student must normally complete the degree within a five year period.

Application Information

Before registering for a course, a student must seek admission to the University either as a degree candidate or as a special student.

Procedure for Admission as a Degree Candidate

If a person has an undergraduate degree in any field and a minimum of two years of ministerial

experience, she/he may apply for admission to the Master in Pastoral Studies 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 studies 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 MPS program as a special student, non-credit, for Continuing Education Units (CEU), or as a part of the Certificate in Pastoral Studies program. Contact the director of the MPS program for details.

Transfer of Credit Policy

MPS 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

MPS 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 Theology Department chair, in consultation with the Advisory Board of the MPS program, 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 Studies program director.

No more than 12 hours total credit will be applied toward the degree from Transfer and Advanced Standing.

Workshops and Independent Study

Workshops and independent study are offered as opportunities for candidates to earn credits over and above normal course offerings. The number of credits earned through independent study and workshops is limited according to the focus of each candidate's program of study.

Integration Project

Requirements for the MPS degree include the completion of an Integration Project. The project is intended to assist the student in integrating various foundational and elected courses within the program with the past, present, and future ministry of the student. This thesis level paper is

to be written with the advice and approval of a faculty advisor and pastoral advisor. It should be submitted during or after the last semester of class work. It must be accepted and approved by the candidate's advisor, and the director of the program or a faculty/pastoral advisor designated by the director.

Graduation Requirements

1. Submit a graduation application before the deadline indicated in the academic calendar.
2. Complete any transfer of credit from other institutions as described above.
3. Successfully complete the various courses selected in consultation with an academic advisor, so that the number of credit hours, earned or transferred, totals at least 32 including the Integration Paper.
4. Receive the approval of the completed Integration Paper in the manner outlined above.
5. Submit the graduation fee to SAU.

Program of Studies

Course requirements for the MPS degree are very flexible since the program is designed to offer persons with experience in ministry the opportunity to engage in theological reflection and to develop pastoral skills that are pertinent to their own goals as ministers within the community of faith.

The student is required to complete 32 semester credits including 6 semester credits from each of the following two groups of foundational courses:

Group 1: Theology and Scripture including:

MPS 501, 504, 505, 521, 530, 540, 550, 551.

Group 2: Pastoral Management including: MPS

542, 544, 552, 554, 590

The other requirement for all MPS students is the Integration Project which is completed at or near the end of one's course of studies and comprises 3 semester credits of the required 32 semester credits.

The Certificate of Pastoral Studies

The certificate is awarded to a student who completes the equivalent of 29 semester credits of course work according to a plan approved by an advisor in the MPS faculty.

Course Descriptions

MPS 501. Jesus Christ: Pastoral

Perspectives

3 credits

An examination of the questions arising from the historical/critical approach to the person and mission of Jesus and how the answers offered by contemporary theologians impact upon pastoral ministry. Special questions in Christology will be probed—the virginal conception of Jesus and his full humanity, his sinlessness, knowledge, and sexuality—and how responses to these questions relate to liberation, justice and feminism. The meaning of Jesus in relation to evolution, the new cosmology, and quantum physics will be discussed.

MPS 504. Pauline Literature:

Pastoral Themes

3 credits

An exploration of how Paul's experience and the experience of the communities to whom he wrote can clarify and enrich our lives in ministry today. Through lectures, personal reflection and group discussion over assigned readings, professor and students will journey through the Pauline literature together.

MPS 505. The Pastoral Use of Scripture

3 credits

The use of Old and New Testament biblical themes and persons and their implications for contemporary pastoral challenges such as image/symbol of minister as person, ecumenism, preaching, authority, worship, prayer, discernment process, relationship between Church/world, etc.

MPS 521. Sacramental Theology

3 credits

The life of the Church as expressed in ritual worship is treated from the historical, theological, and pastoral viewpoints. It encompasses the

Church's discipline for the celebration of the seven sacraments as well as the sources and interpretation of sign and symbol within the sacramental system.

MPS 530. Fundamental Moral Theology 3 credits

Moral theology today as seen through an examination of its roots in human experience reflected upon in light of relationships within the community nourished by scripture and living tradition.

MPS 534. Seminar in Social Justice 3 credits

Through the seminar format of reading and discussion, combined with a practical experience component, students will investigate the way that the issues of freedom, justice, peace and environment are dealt with culturally, socially, politically and economically. These sets of issues will be investigated from the perspective of individual value systems as informed by family, local community, nation and global membership. We will study some classic texts in Social Justice and, with the help of the religious tradition of social justice teachings, develop a vocabulary and principles for judging social justice issues. Reflections on the readings, participation in discussion, and a final project will be graded.

MPS 537. Graduate Seminar in Medical Ethics 2 credits

This course offers graduate students an opportunity to explore key issues in contemporary medical ethics in the light of resources offered by the Christian tradition. Students will develop a vocabulary for the discussion of Christian medical ethics along with an appreciation of the dilemmas faced by medical personnel, patients, and family members who must make critical decisions for institutions for themselves and/or for loved ones. They will be challenged to develop a professional/pastoral approach that is informed by a faith perspective and by accurate understanding of the factor involved in medical questions.

MPS 540. Women Theologians 3 credits

Meets with THEO 340. This course will focus on selected readings from contemporary women who are recognized for their contributions in the field of Christian Theology. It will also look briefly at some women from earlier centuries of Christian history whose writings are now being recognized as significant theological works. While lectures will be used to provide necessary background information for our discussion, the class will be conducted as a seminar with emphasis on class discussion. While this course meets with THEO 340, graduate students will at times meet with the instructor apart from undergraduates for discussion of articles and issues that are more specifically geared to the graduate level. Their written work will also be expected to reflect graduate-level research and analysis.

MPS 542. Introduction to Pastoral Care 3 credits

All pastoral ministers at some point and level provide pastoral care. This course introduces those leaders to the broad range of concerns, needs, and methods that pastoral leaders need to be aware of to minister effectively and competently. The issues of referrals and confidentiality as well as the fundamental skills for effectively providing pastoral care will be introduced.

MPS 544. The Art of Christian Pastoral Counseling 3 credits

An introductory and comprehensive survey course covering the psychological principles and the skills needed in various forms of Christian pastoral counseling and ministry. This course is grounded upon a theological/biblical understanding of Christian life, growth, and moral values. It includes knowledge, theory, practice, and exploration of personal experience. Prerequisite: PSYC 342 or permission of instructor.

MPS 550. Theological Anthropology: The Human Encounter with Faith and Grace 3 credits

A fresh look at the mysterious and transforming presence of God in one's life and the world, pre-

sented from an experiential and personalized point of view, with emphasis on the practical consequences of this inquiry for ministry.

MPS 551. The Church in Ecumenical Perspective 3 credits

A study of the emerging consensus on the nature and mission of the Church since Vatican II. Specific problems in ecumenical ecclesiology such as collegiality, the petrine office, infallibility, the mutual recognition of ordained ministry, eucharistic sharing, interfaith marriage, and women in the Church will be addressed.

MPS 552. Pastoral Management 3 credits

A practical approach to understanding and developing effective leadership in the parish situation. Emphasis is on information-gathering techniques, direction and focus for group visioning and goal-setting, time management, conflict resolution and leadership evaluation. Additional content includes theological understanding of stewardship, recruiting and nurturing volunteers, personal concerns (i.e., job descriptions, contracts, salary benefits, and evaluation), and budgeting.

MPS 554/THEO 260. New Directions in Ministry 3 credits

This is a foundational course in pastoral theology. The class examines and critiques significant changes that have taken place within the church from the Second Vatican Council to the present. Ideas for discussion include: collaborative ministry, identity of ordained and lay ministers, roles of women and minorities in the church, New Testament foundations for concepts of charism and ministry, the future of “priest-less” parishes, and new forms of ministry in the areas of social justice and global ecumenism.

MPS 563. Lay Preaching 3 credits

This course provides a theoretical understanding of and some initial practice in preaching as an integral part of pastoral ministry. Class readings and discussion will be supplemented by films of

famous preachers and analysis of their skills as well as by a short sermon by each student.

Prerequisites: Survey courses in Old and New Testament; MPS 505; or equivalent background in Scripture.

MPS 564. Lay Preaching Practicum 2 credits

This course will provide student practice in the skills needed for preaching. Each student will work with a Sermon group composed of members of the student’s own faith community. With that group, the student will discuss the Biblical text for preaching, prepare an outline of the sermon, and evaluate the sermon. Throughout the process, the student will meet individually with a preaching mentor chosen from or approved by MPS faculty.

MPS 570. Prayer, the Spiritual Life, and Liturgy 3 credits

Within the human context of the discovery of the human interior journey, this course proposes to shed light on the treasure of spiritual wisdom in the history of the Church’s growth. It will give serious attention to the full meaning of growth in Christian holiness and the means of attaining it. Particular emphasis will be placed on the Eucharistic celebration as the summit of personal/communal prayer within its theological, historical, and ritual foundations.

MPS 571/+THEO 409. Christian Mystical Tradition 3 credits

This course builds on the concepts explored in MPS 570. It covers the stages of spiritual growth in contemplative prayer and mystical life. The primary aim of the course is to expose students to some of the most influential sources of the Christian mystical tradition including Julian of Norwich, Catherine of Siena, Theresa of Avila, John of the Cross and others. Prerequisite: THEO 309 or MPS 570 or permission of instructor.

MPS 575. Theology of Eucharist 3 credits

The Authors of “The Constitution on the Sacred

Liturgy,” in the Documents of Vatican II have defined the Eucharist as “the summit and means by which all the prayers of the church are directed. Eucharist is the core mystery and sacrament of Christ’s Incarnation presence in the church and in the World.” Sacrosanctum Concilium states: “The eucharistic liturgy is thus the outstanding means by which the faithful can express in their lives, and manifest to others, the mystery of Christ and the real nature of the true church. It is of the essence of the church that she be both human and divine, visibly and invisibly endowed, eager to act and yet devoted to contemplation, present in this world and yet not at home in it (S.C.I.2).” This course will explore in detail the theological, spiritual, and pastoral implications of Eucharistic doctrine outlined in the entire document on the Liturgy. Special emphasis will be placed on exploring the theological and pastoral dynamic of Eucharist as “sacrifice” and as “meal.” The ultimate goal of the course is to challenge students to investigate the possibilities of Eucharist as a transforming power in the world, secular and sacred.

MPS 590. Sacraments and Catechesis 3 credits

An examination of the theological and catechetical aspects of the Sacraments of Initiation in Light of the Rite of Christian Initiation of Adults (RCIA). Liturgical actions that celebrate these sacraments with adults and children will be considered.

MPS 610/611. Clinical Pastoral

Education I & II 3/3 credits

This six semester credit course, offered through Genesis East Hospital Pastoral Care Department, provides the student in Pastoral Ministry the opportunity to develop the skills necessary for serving as chaplain to those who are ill. Prerequisites: Students must complete an application to the program at Genesis East Pastoral Care Department before they are allowed to register for the course. Application is competitive and the director considers the student’s academic as well as personal qualifications.

MPS 620. Special Workshops 1–3 credits

These workshops provide intensive and specialized learning opportunities for today’s ministers.

MPS 625. Guided Study and Research 1–3 credits

Students have the opportunity to earn credit hours for guided study and research. Projects must be approved by the MPS director before registration. An outline of the proposed study project is required. A total of five credits will be allowed in the overall program.

MPS 630. Integration Project 3 credits

The project is intended to assist the student in integrating the various courses elected within the program with each other, with the past and future ministry of the student, and into the student’s personal life. This extended paper is to be written with the advice and approval of a faculty advisor. It should be submitted during or after the last semester of class work. It must be accepted and approved by the candidate’s advisor, and the director of the program, or a faculty member designated by the director.

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.

MPS 591. Practices of Youth Ministry

MPS 592. Principles of Youth Ministry

MPS 593. Fostering the Faith Growth of Youth Through Evangelization and Catechesis

MPS 594. Fostering the Faith Growth of Youth Through Justice and Service

MPS 595. Fostering the Faith Growth of Youth Through Prayer and Worship

MPS 596. Foundations for Ministry Leadership

MPS 597. Skills for Christian Leadership

MPS 598. Fostering Faith Growth of Youth Through Pastoral Care

Youth Ministry Certificate courses cannot be upgraded at a later date. If taken for a certificate on the undergraduate level, they remain at that level. However, students that took one or more courses but did not complete the certificate or apply them to another program can receive up to four semester credits of advanced standing for them. The regular advanced standing evaluation will be used to assess these courses.

Master of Science in Information Technology Management

College of Business

As the computer field expands business and industry leaders are faced with a number of problems associated with staffing an IS department.

Management of the IS department requires skills and knowledge specialized towards the IS field. An IS manager needs a strong technical background in order to understand and appreciate the special needs and problems associated with IS. Traditional MIS concentrations within MBA programs do not usually provide the depth needed for these specialized management issues.

Also, fundamental business and management practices need to be understood in order to work effectively within a business environment. A traditional graduate program in computer science does not provide the skills and knowledge needed by a manager to work effectively within an organization. As the size and number of IS departments increases these issues are becoming more critical.

The MS in Information Technology Management (ITM) is a partial answer to these problems. The program is a blend of information systems theory and business management that is designed to provide the broad technical skills needed in an IS department and management skills needed to work within a corporation.

Entrance Requirements

1. An applicant must meet the following departmental criteria for admission:
2. A cumulative GPA of 2.8 on a 4.0 scale in all undergraduate work.
3. A baccalaureate degree from an accredited university.
4. An official copy of results for the GMAT test.
5. All applicants from non-English speaking countries are required to submit official scores for the TOEFL exam. The minimum score requirement is 213 (or 550 on the old scale).
6. In addition a student accepted into the degree program will be required to meet all prerequisites for each ITM and MBA course before the particular course is attempted. Specifically, students will be required to take (or have taken an equivalent course) at least CSCI 195, CSCI 210, CSCI 300, CSCI 360, CSCI 370, MBA 505 and MBA 506. All undergraduate prerequisites must be completed with a grade of C or higher.
7. All applicants will be required to take the GMAT. The applicant must score at or above the 35th percentile on the quantitative methods portion of the exam. If the applicant scores below the 35th percentile on the quantitative portion of the exam he/she will be required to take MBA 500 as a prerequisite to MBA 505.
8. Applicants who do not meet the minimum standards for unconditional acceptance but who have an undergraduate GPA between 2.6 and 2.8 may submit a written appeal to the department in consideration for conditional acceptance.

Transfer of Credit

MS in ITM candidates may transfer graduate level credit from another university. Approval of transfer credit is based on the following criteria: the credit must have been earned within the 5 year program completion period, is graduate level credit from an accredited university, a grade

of B or higher was earned in the course, and the course is deemed equivalent to a course offered by SAU and applicable to the MS in ITM. In no case will more than 9 transfer credits be applied to the requirements for the MS in ITM.

Admissions Appeal Procedure

1. A written request for review must be submitted that describes any extenuating circumstances that would explain the non-qualifying GPA.
2. In addition the candidate may also include letters of recommendation that speak to the candidates abilities and commitment to graduate level work.
3. The candidate may also include any other materials he/she feels would be beneficial for admissions consideration.
4. After reviewing the materials submitted by the candidate the department may request an interview.

Student Retention Policy

1. The student must maintain at least a 3.0 average in all graduate course work.
2. Only two C's are allowed in graduate level courses including graduate level prerequisites.
3. A student who falls below a 3.0 GPA in graduate work will be considered on probation. The student must remove the probationary status within 9 credit hours of course work. If the probationary status is not removed, the student is dismissed from the program.
4. A student dismissed for academic reasons may reapply for admissions after one calendar year and should follow the Admissions Appeal Procedure.
5. A course may be retaken only once in order to improve a grade and a maximum of three classes may be repeated for grade improvement purposes.
6. There is no residency requirement.
7. A student must complete the degree within a 5-year period.

Degree Requirements

The requirements for the MS in ITM are divided into three components: computer core, business core, and electives. The minimum required credit hours is 36.

All courses listed below are 3 credit hours.

Computer Core: 15 credit hours required: CSCI 560, 570, 600, 650, 640.

Business Core: 9 credit hours required, (Up to 15 credit hours may be required if the student needs the MBA leveling courses): MBA 507, 621, 670.

Electives: Complete 12 credit hours from the following. (At least 9 credit hours must be selected from CSCI courses): CSCI 515, 610, 660, 700, 750, 780, 790 (thesis research requires departmental approval. May be repeated for up to 6 credit hours), MBA 782.

Course Descriptions

CSCI 515. Computer and Network Security

3 credits

This course will present the basic concepts and techniques for securing a computer system and for securing information systems in a network environment. Topics to be studied include – site security, security management, intrusion detection/protection, integrity management, and event recovery. Prerequisites: CSCI 370 or equivalent.

CSCI 560. Advanced Database Management Systems

3 credits

Expanded coverage on normalization and SQL. Developing databases in different DBMS systems. Evaluate other means of accessing a database. This course provides students with an in-depth understanding of database application design and database management for large and small businesses; practical experience using formal database design methodologies in systems development; and an understanding of the technological issues of database systems in a modern IT infrastructure. The main topics include advanced modeling of business applications, database logical design, normalization through

decomposition and synthesis, physical design, concurrency, security, and transaction management issues, contemporary issues of object-oriented databases, advanced database applications, multimedia databases, data warehousing, data mining, OLAP, and client/server design on the Internet. Prerequisites: CSCI 360 or equivalent.

CSCI 570. Advanced Computer Networks and Data Communications 3 credits

An in depth presentation of network topics such as network protocols, topologies, frame relay, ATM, virtual networks, WAN, encryption, and other current topics. Students will be introduced to a standards based study of networking technologies. Prerequisites: CSCI 370 or equivalent.

CSCI 600. Systems Analysis in the Enterprise 3 credits

An exploration of the phases in the development of an information system, the major activities that occur during the analysis and design phases; the selection and use appropriate analysis tools; data analysis and logical design of information system. Advanced techniques, used in the analysis and design of Information Systems; are presented including QRAD (Quality Rapid Application Development), YSM (Yourdon Systems Method), JAD (Joint Aided Development), CASE (Computer Aided Software Engineering), Object Oriented Analysis and Client/Server Analysis. Prerequisites: CSCI 300 or equivalent.

CSCI 610. Advanced Programming Languages 3 credits

A study of advanced programming techniques for developing various application systems. Topics include: graphical user interface development using AWK, JFC, and Swing; distributed applications development using CORBA; dynamic Web page development using Perl, including object-oriented Perl and APIs for linking with C/C++ and Java; and Client/Server system development using JDBC. Prerequisites: C++ programming.

CSCI 640. Legal and Ethical Issues in Computing 3 credits

The course explores legal, ethical and social implications of computing from a computing and network professional's point of view. It covers the issues professionals will face in computer-related fields such as the impact of electronic media on intellectual property, privacy threats from government and business databases, censorship of the Internet, government censorship on encryption, and hacking and computer crimes.

CSCI 650. Project Management and Control 3 credits

Addresses the business and control aspects of managing projects. Students will learn how to accurately estimate a project's scope, schedule, budget, and staffing needs. Project control will also be addressed, paying particular attention to critical-path monitoring, activity dependencies, activity lead-lag times, avoiding "scope creep", and critical resources management.

CSCI 660. Computers and Commerce 3 credits

This course examines the benefits and risks associated with the computerization of specific business processes. The information technology infrastructures required to support such automation are also addressed. The course includes a substantial hands-on project through which students encounter the skills and tools required to produce an e-commerce site.

CSCI 700. Software Engineering 3 credits

Theory and practice of software engineering, including software life cycle and development models; software requirement analysis; and software design, coding, and maintenance. Advanced software engineering, including software maturity models, cost specification models, software reliability models, software complexity, quality control and experience report. Prerequisites: C++ programming.

CSCI 750. Enterprise Resource Planning 3 credits

Provides the student with a background of ERP

systems and the capabilities of systems, such as SAP, People Soft, etc.. Focus is on the ERP life cycle from the decision to adopt an ERP system to the time when the system goes 'live.' Risk assessment associated with the adoption of ERP systems is analyzed as well.

CSCI 780. Special Topics in Information Technology 3 credits

This course will present special topics from the information technology field that are not covered in the regular curriculum.

CSCI 790. Thesis Research 3 credits

To be used by a student who has been accepted to write a thesis. It may be repeated for up to 6 hours of credit. This course is only available on a pass-fail basis. Prerequisites: Permission.

Master of Social Work

College of Arts and Sciences

The Master of Social Work (MSW) program began instruction in August 1997. The Master of Social Work degree places an emphasis on advanced empowerment social work practice. To accommodate all students, the program offers full-time, part-time and advanced standing components.

Note: The following information may be subject to change as the program evolves through the faculty approval process.

Accreditation

The MSW program is nationally accredited by the Council on Social Work Education.

Admission to the Program

The admissions process includes application to the University and application to the MSW program. To apply to the program, students should submit the following directly to the School of Social Work:

1. Submit the University graduate application forms and \$25 fee to the School of Social

Work, St. Ambrose University, 518 West Locust Street, Davenport, Iowa 52803.

Submit your social work application and official transcripts to the School of Social Work.

2. Be sure to attach your personal statement of educational and career goals as indicated on the social work application and submit to School of Social Work.
3. Have three (3) references submitted directly to School of Social Work Office. Use the reference forms provided. References should be employers or instructors who are in a position to judge your potential for social work practice and graduate study. It is your responsibility to see that references submit completed forms.

Application forms and a program description may be obtained by writing to the School of Social Work. Your application cannot be acted upon until all application materials are received. Application for admission is a rolling admission. Admission will close when all student positions are filled. It is to your advantage to complete the application process early.

Application deadlines are as follows: Full-time (fall)—June 15; Part-time (fall)—August 1; Advanced standing (summer)—June 15; Advanced standing (spring)—December 1.

In addition to meeting the eligibility criteria of St. Ambrose Graduate Studies, the MSW program requires:

A bachelor's degree from a regionally accredited college or university with evidence of a liberal arts foundation to include the following minimum credit hours: social and behavioral sciences (18 hours); humanities (9 hours); statistics (3 hours) must be completed prior to enrolling in Research III. The School of Social Work offers a statistics course (MSW 705) for students who do not meet this requirement.

The following list of Liberal Arts distribution areas will be used to determine where a course belongs: humanities or social and behavioral sciences. The Admissions Committee will review

the applicant's transcript to determine whether or not the liberal arts requirement is satisfied.

The social and behavioral sciences include:

- Anthropology, biomedical history, communications, economics, environmental studies, geography, history, international studies, political science, psychology, social work, sociology, urban planning, women's studies, all ethnic studies courses.

Humanities includes:

- Architecture, art, art history, classics, comparative literature, dance, drama, English, landscape architecture, linguistics, music, philosophy, religious studies, speech communication, all foreign languages and literature.
- Students without human biology at the undergraduate level will be required to take a human biology workshop offered by the MSW program in the first three weeks of the fall semester.
- Demonstrated potential for graduate studies by maintaining a 3.0 or better undergraduate grade point average
- Evidence of interest, ability, and potential for professional social work practice on an advanced level as demonstrated by three (3) letters of recommendation and a written personal statement
- A related, non-statistics course (e.g. math, research methods) may be acceptable if 80% of the course content focuses on basic statistics. For non-statistics courses, applicants must submit a catalogue description and a course syllabus to the Admissions Committee for determination of whether this eligibility criterion has been satisfied.

The Admissions Committee requires 30 days to make a determination and notify the applicant of its decision to accept or reject a petition for alternative fulfillment of eligibility requirements.

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 decisions related to admission to the MSW program and ultimately to the dean of the College of Arts and Sciences.

MSW Program Grading Policy

Each course instructor is responsible for establishing and notifying students of the guidelines required to complete course work. The School of Social Work has set the following criteria of letter grading: A, A-, B+, B, B-, C+, C, F.

Other grading assignments (P/NP, I, W, and IP) and policies (auditing, quality-points, "Resident Credit," withdrawal from the University, policy on academic dishonesty, statement on satisfactory progress, retaking a course (second grade option), are outlined in this catalog and the student handbook.

Student Retention Policy

The School of Social Work requires students to maintain a cumulative GPA of 3.00 (on a 4.00 scale) in their professional curriculum. Students not maintaining this level will be placed on academic probation for the following semester.

During the probationary semester the student will be advised weekly by their program advisor. Failure to maintain a cumulative GPA of 3.00 following a probationary semester will result in the student being denied permission to register for further professional course work.

Readmission to the program will be based upon reapplication through the regular admissions process.

Programs

The School of Social Work at St. Ambrose University has developed three different programs for persons seeking Master of Social Work

degrees: standard full-time, advanced standing, and part-time. All three have the same standards and require both classroom study and practicum experience, working under supervision in a social work agency or setting. The MSW program recognizes that a student may be unable to carry out the program as scheduled. Students who make changes in the course sequence should anticipate adding one or more semesters to their original schedules. Any changes should be carefully planned with the student's academic advisor and permission sought from the director.

Both full-time and part-time students follow the same sequence of courses. Students are expected to be able to arrange time for 16 hours per week to carry out practicum requirement in a social agency or setting.

Standard Full-Time Program

This program calls for two academic years of study (eighteen months, exclusive of summers) and completion of 60 credit hours. Students ordinarily spend two consecutive days a week on campus taking classroom courses and sixteen hours a week in social work agencies or settings gaining social work experience under supervision. These combined experiences help the student synthesize and integrate social work theory and practice. Practicum education accounts for 12 credits and classroom experience accounts for 48 credits of the MSW degree. Usually, practicum placements can be developed for students in agencies in the region in which they live or work.

Part-Time Program

St. Ambrose University has developed a part-time program, making it possible for the highly motivated student to obtain the MSW degree on a part-time basis over three years, including summer sessions. Some students find that a four-year schedule is necessary due to personal responsibilities but the MSW program encourages students to complete in the three year time frame. Students must fulfill all degree requirements within four years from date of initial enrollment.

The basic part-time program is scheduled for Saturdays, during which students take two classroom courses (six credits) in the fall and spring semesters and two courses on Saturdays in the summer sessions. Practicum placement requirements take place concurrently with the required social work research and practice courses in the second and third fall and spring semesters (nine credits).

In addition to the part-time program described above, the MSW program does admit students, on a space available basis, to enroll part-time in the weekday schedule.

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 must submit a copy of their baccalaureate practicum evaluations. Students given advanced standing may receive recognition of up to 21 credits toward the MSW. Students accepted for advanced standing must complete concentration requirements as well as

those foundation year courses which were not exempted.

Full-time students admitted to advanced standing ordinarily begin on 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.

Post-MSW School Social Work Preparation

St. Ambrose University School of Social Work offers coursework leading to the recognition and certification as a school social worker in Iowa and Illinois. Persons holding MSW degrees from CSWE accredited programs who wish to meet eligibility requirements as a school social worker must speak with the director of Field Education regarding the process for determining required coursework and the availability of school social work internship site. Students in good standing with their former programs may apply to the SAU School of Social Work for the Post-MSW school social work program to complete up to nine credit hours 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. No credits, other than those from an accredited graduate school of social work, will be transferred from other institutions. Credits earned within five years at St. Ambrose graduate programs may be applied as elective credits toward the MSW degree. Not more than six elective credits may be earned and those must be reviewed by MSW faculty for appropriateness to social work education. Academic credit for life experience and previous work experience will not be given, in whole or in part, in lieu of field

practicum or of courses in the professional foundation areas.

First Year (Foundation Year) Objectives

In the foundation year of the program, students will be prepared 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.

Second Year (Concentration Year) Objectives

The concentration year prepares students to implement an empowerment-based approach to social work practice, a method that directs a social worker's efforts toward the interplay of individual lives, interpersonal interaction, and social forces. Within this dynamic transaction, social and political forces privilege some lives and oppress others. These social and economic inequities and the impact of such injustice on people's self-understanding, interpersonal relationships, and access to the resources of community are key targets in an empowerment method of practice. Students learn to overturn these oppressive forces both by addressing challenges within individuals and their relationships while simultaneously working to create more responsive environments through organizational, community, and social intervention.

A summary of foundation, concentration, elective and advanced courses follows:

Electives

The student chooses twelve (12) semester units of electives from the options offered in the MSW

Graduate Programs

program during the year. The choice of electives should be consistent with the ultimate goal the student may have for his/her professional career. With advisor and director consent, other electives which are graduate level taken at St. Ambrose University from departments other than social work or from an accredited MSW program within the past five years may be used in place of electives taken in the MSW program at St. Ambrose.

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 public and voluntary agencies and organizations in Iowa and Illinois for their field work education. These include such training settings as medical and psychiatric hospitals, mental health clinics, family agencies, facilities for the aging, mental retardation facilities, community programs, courts, employee assistance programs, corporations, schools, child welfare programs, and planning and coordinating councils. 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.

Foundation

MSW 510: Practice I
MSW 520: Practice II
MSW 591: Field Instruction I
MSW 592: Field Instruction II

MSW 610: Human Behavior I
MSW 620: Human Behavior II
MSW 710: Research I
MSW 720: Research II
MSW 810: Social Policy I
MSW 820: Social Policy II

Concentration

MSW 530: Advanced Empowerment Practice I
MSW 540: Advanced Empowerment Practice II
MSW 593: Field Instruction III
MSW 594: Field Instruction IV
MSW 740: Research III
MSW 910: Ethical Issues

Electives

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 830: Supervision
MSW 840: Exceptional Child for Social Work
MSW 850: Empowerment Social Work in School Settings
MSW 860: Economic and Social Justice
MSW 870: Management in Human Services
MSW 920: Empowerment Social Work in Substance Abuse
MSW 930: International Social Work and Social Welfare
MSW 940: Women's Perspectives
MSW 950: Empowerment Social Work in Health Care
MSW 99*: Special Topics

Sample Curriculum

Foundation Year

Fall Semester

	CREDITS
MSW 510 Practice I	3
MSW 591 Field Instruction I	3

MSW 610 Human Behavior I	3
MSW 710 Research I	3
MSW 810 Social Policy I	3
Total credit hours	15

Spring Semester

MSW 520 Practice II	3
MSW 592 Field Instruction II	3
MSW 620 Human Behavior II	3
MSW 720 Research II	3
MSW 820 Social Policy II	3
Total credit hours	15

Summer: Advanced Standing Courses

MSW 620 Human Behavior II	3
MSW 720 Research II	3
MSW 820 Social Policy II	3
Total credit hours	9

Concentration Year

Fall Semester

MSW 530 Advanced Empowerment Practice I	3
MSW 593 Field Instruction III	3
MSW 910 Ethical Issues	3
Elective	3
Elective	3
Total credit hours	15

Spring Semester

MSW 540 Advanced Empowerment Practice II	3
MSW 594 Field Instruction IV	3
MSW 740 Research III	3
Elective	3
Elective	3
Total credit hours	15

Course Descriptions

MSW 510. Practice I (Required) 3 credits

This course teaches a generalist approach to social work practice based on an empowerment model. Students will acquire the knowledge, skills, values, and methods of generalist social work to facilitate the assessment, planning, intervention, and ending phases of the practice

process. This course emphasizes social justice, cultural competence, and practice with members of oppressed groups. Corequisites: MSW 591, 710.

MSW 520. Practice II (Required) 3 credits

This course broadens students' understanding of generalist practice processes with special emphasis on methods and skills for effecting change in groups, organizations, and communities. The focus on empowerment, cultural competence, and social justice introduced in MSW 510 continues in this course. Prerequisites: MSW 510, 591, 710. Corequisites: MSW 592, 720.

MSW 530. Advanced Empowerment Practice I (Required) 3 credits

This course advances students' abilities to implement empowerment-oriented strategies with individuals and families. Students will integrate contemporary practice models to develop a collaborative approach focused on client strengths, sensitive to cultural and gender diversity, and centered in interpersonal, situational, organizational, and social change. Students will become proficient in completing assessments from multiple perspectives, facilitating a solution-focused dialogue, placing clients at the center of the planning, and implementing strength-based interventions focused on achievable outcomes. Prerequisite: Completion of Foundation coursework. Corequisite: MSW 593.

MSW 540. Advanced Empowerment Practice II (Required) 3 credits

This course focuses on empowerment practice through designing and implementing change efforts within organizational and socio-political realms. Students will acquire knowledge and skills to mobilize client groups toward social change, reshape organizations to empower rather than oppress clientele, to create opportunity structures through societal resource expansion, and to fashion a just and responsive community environment. Prerequisites: MSW 530, MSW 593. Corequisites: MSW 594, 740.

MSW 550. Empowerment Social Work in Mental Health (Elective) 3 credits

This course provides a comprehensive overview of the provision of mental health services in the United States as they are provided in mental health settings and in other health and human service settings. The course addresses definitions of mental health and mental illness, the effect of mental illness on diverse client systems, utilization and critical evaluation of the DSM IV, and the strengths model of case management in working with persons with severe and persistent mental illness. Mental health policy, the impact of managed care in mental health services, and advances in mental health research will be examined. Prerequisite: Completion of foundation coursework.

MSW 560. Empowerment Social Work in Child Welfare (Elective) 3 credits

This course provides a foundation for empowerment practice in child welfare. The class will review the entire field of child welfare policy and practice, focusing on assessment and decision-making in child welfare from a strengths perspective and empowering families to provide nurturing and safe environments for their children. Prerequisite: Completion of foundation coursework.

MSW 570. Couple and Family Therapy (Elective) 3 credits

This course builds on students' knowledge of family-centered social work to develop theoretical knowledge and clinical skills for more advanced practice with couples and families. Students will apply various theories and therapies with couples and families including cognitive-behavioral, structural, strategic, experiential, inter-generational, psychoanalytic, solution-focused, and narrative approaches. For each approach students will practice relevant assessment and intervention skills, screen for consistency with social work values and ethics, assess fit with an empowerment orientation, and evalu-

ate sensitivity to cultural diversity. Prerequisite: Completion of foundation coursework.

MSW 580. Empowerment Social Work in Aging (Elective) 3 credits

This course is designed to introduce students to the conceptual and theoretical components of social gerontology. In doing this, issues related to human development, generally, and specific concerns and problems of the later years, including social policies as they affect the aged, will be examined. This course is designed to provide students with a social theoretical perspective on the aging process which will aid them in understanding and analyzing social policies and treatment programs for aging persons. The course gives focus to the varying ethnic and cultural contexts within which individuals live and move in the later years. This will further aid students in distinguishing normative from non-normative patterns of aging. Prerequisite: Completion of foundation coursework.

MSW 590. Advanced Group Work (Elective) 3 credits

This course builds on the knowledge of group theories, processes, and dynamics taught in the foundation year. Students will learn the contemporary practices of empowerment social work with groups including those with purposes of therapeutic change, identity development, skill attainment, interpersonal support, rehabilitation, social control, or social action. Students will develop advanced practice skills through group leadership and group membership activities, observations, readings, discussions, and reflective journaling. Students will plan, initiate, lead, and evaluate a social work group in the field, work, or other pre-arranged setting. Recognizing group work as a key to achieving social justice, this course emphasizes work with populations at risk. Registration is restricted to concentration year students. Prerequisite: Completion of foundation coursework.

MSW 591, 592. Field Instruction - Foundation Year (Required) 3 credits

Field instruction is a central component in professional social work education and provides the student with practice experience to promote the integration of theoretical learning from class-work, and to develop the knowledge, values, and skills for professional social work practice. Field practice in the foundation year takes place in community agency settings sixteen hours a week and prepares students for generalist social work practice with individuals, families, groups, organizations, neighborhoods, communities, and the society. Corequisites: MSW 510, 710 for MSW 591; MSW 520, 720 for MSW 592.

MSW 593, 594. Field Instruction - Concentration Year (Required) 3 credits

Field practice is an integral component in the student's professional education for social work where students apply what they learn in theory and practice classes in community agency settings sixteen hours a week. The second year of field education builds upon the generalist preparation of the foundation field experience and fosters students' abilities to further develop competencies in advanced empowerment practice. The focus during this second year concentration field practicum is to develop mastery in the area of concentration by increasing skills in practice approaches, furthering the agency mission, examining relevant policies, integrating organizational and behavior theory, and applying research knowledge. Prerequisites: Completion of foundation year coursework. Corequisites: MSW 530 for MSW 593; MSW 540, 740 for MSW 594.

MSW 610. Human Behavior I (Required) 3 credits

The goal of this course is to provide information about the multiple factors which affect human biological growth, personality development, and behavior. This course will focus on the interactions between the developing person, his/her family, and the social systems in which that life-

long development takes place. Human development is studied within the context of those biological, psychological, and socio-cultural systems which affect, and are affected by, human beings. Incorporated into this context is current knowledge related to ethnic minorities and oppressed groups. In connection with such course content, attention is also focused on differences in values and life styles, and the issues that they generate for the understanding of human development, and for the role of the social work practitioner.

MSW 620. Human Behavior II (Required) 3 credits

Aspects of human behavior are examined in their socio-cultural context emphasizing structure, class, ethnicity, race, sexuality, and age as major themes. This course will examine a number of social and social-cultural theories which contribute to an understanding of the interactions between individuals and the social environment. Contemporary human-social problems, which are evidenced at societal, organizational, and group levels of interaction, will be discussed not only from the perspective of socio-cultural theory, but in terms of personal and collective ethical stances as well. Prerequisite: MSW 610.

MSW 705. Statistics for Social Work 3 credits

This course introduces students to the forms of data analysis generally used in the field of social work. The course covers univariate analysis and graphing techniques, bivariate and multivariate analysis techniques. The application and interpretation of statistics using SPSS analytical software is emphasized. The course is designed for students who do not have the requisite skills in statistics to begin courses in the research sequence. Credit hours may not be counted toward elective requirements.

MSW 710. Research I (Required) 3 credits

The purpose of this course is to assist students in gaining knowledge and skills and to understand the problems generalist social workers encounter

and the methods for evaluating change. Students in the course will develop the ability to understand research on conceptual, theoretical and practical levels in order to become an effective consumer and practitioner of research.
Corequisites: MSW 510, 591.

MSW 720. Research II (Required) 3 credits

This course focuses on research methods and tools to understand and assess specific social work problems by using observations of behavior and social environments, needs assessment, assessment of client system functioning, program evaluation and practice effectiveness. Both quantitative and qualitative research methodologies are studied in research designs ranging from single subject designs through group designs to program evaluation. Prerequisites: MSW 710. Corequisites: MSW 520, 592.

MSW 740. Research III (Required) 3 credits

Analysis of research proposals developed during the first two courses will be of central concern in the course. Accordingly, students will have the opportunity to explore analysis issues and apply the statistical material to data sets. The logic behind and application of descriptive and inferential statistical analyses will be introduced. Students will be responsible for processing data on micro-computers using SPSS software. Prerequisites: Completion of Foundation coursework; statistics; submission of research proposal to IRB Committee. Corequisites: MSW 540, 594.

MSW 810. Social Policy I (Required) 3 credits

This course examines the history of the social work profession and its contribution to the development of social welfare programs and policies in the United States. This course covers policy considerations in various fields of social work practice with special attention to social policies and their effects on women and dependent children, and people deprived of power because of race, age, physical or mental disability, and diverse political, religious, and sexual orientation.

MSW 820. Social Policy II (Required) 3 credits

This course features application of an analytical framework to critically study and analyze current public policy issues and legislation that affect various fields of practice in the social services delivery system. The course focuses on the role of the social worker as policy practitioners for social policy development, implementation, and analysis. Prerequisite: MSW 810.

MSW 830. Supervision (Elective) 3 credits

This course is designed to provide students with the requisite knowledge for effective and empowering supervision of personnel and program administration in social service organizations. The course examines the purpose, principles, and methods of supervision and consultation which are applicable to many settings in social work. The course integrates theories of organizational behavior and legal considerations for the supervisor in job analysis and design, personnel recruitment and selection, training and development, performance evaluation, and retention and dismissal. Prerequisite: Completion of Foundation coursework.

MSW 840. Exceptional Child for Social Work (Elective) 3 credits

Introduction to the educational, social, and personal issues facing children and youth with disabilities in school and social settings. Examines legal and ethical issues in assessment and social work intervention.

MSW 850. Empowerment Social Work in School Settings (Elective) 3 credits

This course partially prepares students for social work practice in public school settings. Using an ecological approach, the course explores a variety of theoretical orientations and interventions that can be used at all systems levels and examines the range of policy and practice issues related to social work delivery in school settings. This course will include strategies for working with students and families, consultation with school per-

sonnel and community professionals, methods for organizational change, and participation in multi disciplinary teams. Prerequisite: Completion of foundation coursework.

MSW 860. Economic and Social Justice (Elective) 3 credits

In this course, selected principles and skills of social justice applicable to social welfare settings are considered. Issues to be faced and resolved in the global competition for scarce resources will receive special attention. Prerequisite: Completion of foundation coursework.

MSW 870. Management in Human Services (Elective) 3 credits

This course will emphasize content that will inform the following aspects of fiscal management: planning to plan; needs assessment techniques; service objective formulation; building budgets based on service objectives; evaluation of program and service objectives; grant-writing. Prerequisite: Completion of foundation coursework.

MSW 910. Ethical Issues (Required) 3 credits

This course is designed to familiarize students with the philosophical base of personal and social ethics, to apply ethical principles to global and international issues, to acquire in-depth understanding of the NASW Code of Ethics, and to develop expertise in using a reflective decision-making model for resolving ethical dilemmas at various levels of social work practice and with diverse populations. Prerequisite: Completion of Foundation coursework.

MSW 920. Empowerment Social Work in Substance Abuse (Elective) 3 credits

This course provides an overview of the problems caused by the use of chemical substances for the individual, the family, and the society at large. Students will focus on the differences in categories of available drugs, the causes of use, the processes involved in becoming dependent on drugs, behaviors and consequences of drug

use, diagnosis and assessment tools, treatment options, prevention, drug policies, drug use in special populations (adolescents, ethnic groups, the elderly, etc.) and gender issues. Prerequisite: Completion of foundation coursework.

MSW 930. International Social Work and Social Welfare (Elective) 1-3 credits

Apply social work principles and social justice and empowerment perspectives to international social and economic development and cross-cultural social work practice. Designed for students interested in international social work practice abroad and/or transnational work in the United States.

MSW 940. Women's Perspectives (Elective) 3 credits

This course focuses on the unique pressures and problems that confront women today, with emphasis on the barriers and stresses facing poor women, women of color, and aged women. Attention will be directed toward evolving a practice perspective that is most suited to meeting the particular needs of women clients. Prerequisite: Completion of foundation coursework.

MSW 950. Empowerment Social Work in Health Care (Elective) 3 credits

The purpose of this course is to identify and to develop an understanding of the issues inherent in working in a health care setting. This course will explore the current issues in the U.S. health care system, including managed care, ethical issues and the most commonly seen health care issues in various developmental stages. Prerequisite: Completion of foundation coursework.

Doctor of Business Administration

College of Business

Admissions

1. Completed application and application fee.
2. Written statement of educational and professional goals, and explanation of how the DBA program will help achieve them.
3. Current resume.
4. Three letters of recommendation to be forwarded directly by references to St. Ambrose University. At least one letter should be from an employer who is qualified to discuss the candidate's professional skills. At least one letter should be from a professor who is able to comment about the candidate's performance and ability to pursue doctoral studies.
5. A minimum of one and up to three written scholarly projects as testimony to scholarship.
6. Official copies of GMAT scores to be forwarded directly from Educational Testing Services.
7. Official transcripts to be forwarded directly from all colleges and universities previously attended.
8. A master's degree in business, management, economics, accounting, or a related but acceptable field from an accredited educational institution is required. If the master's degree is in an area outside of business, it may be necessary to complete relevant business course work prior to entrance into the DBA program.
9. A personal interview may be required.
10. For candidates whose primary language is not English, the TOEFL score will be required.

Admission Decisions

Admissions decisions are made by the Admissions Retention Committee after an applicant's file is complete.

Curriculum

- DBA 901 Research Methods I
DBA 902 Research Methods II
DBA 903 Research methods III
DBA 910 Readings Seminar: Organizational Behavior
DBA 911 Readings Seminar: Human Resources
DBA 912 Readings Seminar: Organization Theory
DBA 913 Readings Seminar: Strategic Management
DBA 925 Case Research in Management
Choose four from the following eight 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 990 Dissertation

Other Requirements

Written and oral comprehensive exams

Course Descriptions

DBA 901. Research Methods I **3 credits**

This course is designed to prepare the doctoral student for the performing of significant organization science research. This includes identifying important research questions, critiquing research ideas and designs, planning and conducting substantive research investigations and communicating research ideas and results.

DBA 902. Research Methods II **3 credits**

This course is designed to prepare the doctoral student for analyzing and interpreting organization science research. Major topic areas to be covered include correlation, regression, analysis of variance, and multivariate statistics. This course will also provide instruction in a statistical computer package.

DBA 903. Research Methods III 3 credits

This course is designed to prepare the doctoral student for advanced statistical techniques. Knowledge of statistical computer package necessary. Prerequisite: DBA 902.

DBA 910. Readings Seminar: Organizational Behavior 3 credits

This course is designed to introduce doctoral students to theory and research in Organizational Behavior. Major topic areas to be covered include individual differences, motivation, leadership, teams, and decision making.

DBA 911. Readings Seminar: Human Resources 3 credits

This course is designed to introduce doctoral students to theory and research in Human Resource Management. Major topic areas to be covered include equal employment opportunity, job analysis, selection, training, performance appraisal, compensation and career issues.

DBA 912. Readings Seminar: Organization Theory 3 credits

This course is designed to introduce doctoral students to theory and research in Organization Theory. Major topic areas to be covered include the organizational environment, organizational structures, power, culture and change.

DBA 913. Readings Seminar: Strategic Management 3 credits

This course is designed to introduce doctoral students to theory and research in strategic management. Major topic areas to be covered include industry structure and strategy, firm performance, corporate governance, acquisitions and divestitures, and innovation.

DBA 925. Case Research in Management 3 credits

This course is designed to introduce doctoral students to the methods used in the design, data collection, analysis, and writing of cases in the field of management.

DBA 930–961. Special Topics Courses 3 credits each

These courses are intended to channel student interest into specific research modalities. These courses will be driven in part by professional specialties and student interest.

DBA 990. Dissertation 12 credits

The dissertation is the culmination of the student's academic achievements, and represents an original contribution by the student to the field of management. The dissertation is the student's major research project.

Doctor of Physical Therapy

College of Education and Health Sciences

The profession and practice of physical therapy is rapidly changing and so are the educational requirements. St. Ambrose University is proud to offer the Doctor of Physical Therapy (DPT) program to prepare therapists to meet the new practice standards required. This clinical doctorate provides students with the knowledge and skills needed to deliver high quality physical therapy services, and includes training in clinical decision-making and evidence-based practice, and skills to care for medically complex patients.

Our faculty members are dedicated to providing students with the knowledge, skills and confidence to become integral members of the modern health care team. Building upon St. Ambrose's long history of liberal arts studies, the DPT program is distinguished by a rich environment of academic excellence, including a very high graduation rate, and first time passing rate on the National Physical Therapist Examination required to become licensed, top-flight clinical experiences, and perfect employment rate for our graduates. At St. Ambrose, there is a strong sense of community, respect and friendship among students, faculty and staff.

The DPT is a full time graduate program that culminates in a clinical doctoral degree. By design, the carefully sequenced and integrated graduate curriculum is efficiently organized to allow for completion of the DPT in two-and-a-half years. Students are admitted to the program through three tracks described later.

Physical Therapy classes are enriched through the assistance of guest speakers from collaborative disciplines, and the curriculum is responsive to evolving trends in health care. Students can choose clinical placements from a pool of more than 400 sites, including general and specialized practice settings.

Doctor of Physical Therapy Mission

The mission of the Doctor Physical Therapy program is to prepare highly competent generalist physical therapist practitioners. 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 rolling admissions. Applications will be accepted year round, with on-site personal interview dates scheduled at periodic intervals. Admission decisions are made on completion of each interview process. Interested candidates are encouraged to apply early. Later applicants may be interviewing for a position on the waiting list. 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 Physical Therapy Department.

Applicants to the DPT program choose one of three admissions tracks. Up to 30 students are

admitted into the professional phase of the DPT program each year. High school seniors interested in Track I should contact the Health Careers Advisor in the SAU Admission Office at 563/333-6300. Individuals interested in Track II or Track III should request an application through the Physical Therapy Department at 563/333-6403 or through the Physical Therapy home page at www.sau.edu/pt.

Track I applicants are high school seniors enrolling at St. Ambrose. Each year up to 15 high school seniors are granted placement in Track I positions conditionally reserving them a place in the DPT class that will commence with their senior year in college.

Track II and Track III applicants are current college students or individuals with a bachelor's degree.

Track I is exclusively for high school students who are enrolling at St. Ambrose. Track I students utilize a "3+2.5" plan of study (three years of undergraduate work plus two-and-a-half years in the DPT program). Students accepted into Track I apply the first year DPT courses toward completion of their SAU undergraduate degree. The Track I student will be guaranteed admission into the DPT program if all Phase B requirements are met by January 15 of their junior year in college. Students who do not meet advancement criteria remain eligible to apply to the program through Track II or Track III.

Track I / Phase A

High School Prerequisites

To apply for a Track I position high school seniors will need to:

- Meet the entrance requirements of St. Ambrose University
- Have completed the equivalent of one year each of high school biology and chemistry. One year of high school physics is strongly recommended
- Attain a minimum of 3.5/4.0 high school GPA.

- Score a minimum of 24 on the ACT or 1090 on the SAT
- Have completed, and provide documentation of at least 20 hours of observation with a licensed physical therapist in one or more physical therapy settings
- Complete an acceptable on-site personal interview with DPT faculty members

Track I / Phase B

Track I students are required to meet the following criteria in order to advance into the DPT program for their senior year:

- Complete the required courses for the declared undergraduate major at SAU. Any major is acceptable, but majors in biology, psychology, bio-psychology, or fitness and human performance are the most compatible with the DPT prerequisites
- Complete all prerequisite courses with a grade of “C” or above prior to entering the DPT program. Students in Track I who will not complete the prerequisites by the January 15 deadline must provide a detailed written plan of study illustrating how they will complete the remaining prerequisites prior to final admission into the DPT program
- Attain a minimum of 3.3 cumulative undergraduate GPA, and a minimum of 3.3 undergraduate science GPA
- Score at least 400 on the verbal and quantitative GRE and a minimum of 4.0 on the GRE Essay
- Complete the SAU Admission to Graduate Studies Application form
- Document at least 50 hours of observation with a licensed physical therapist in one or more settings (may include the 20 hours completed for Phase A)
- Submit official transcripts from all undergraduate institutions attended
- Provide two favorable references from SAU faculty

- Complete an acceptable on-site personal interview with DPT faculty members

Track II

Track II is a “3+2.5” plan of study (three years of undergraduate study plus two-and-a-half years in the DPT program). The first year of DPT courses is applied toward completion of the undergraduate degree, which must be awarded prior to the beginning of the second year of the DPT program. Students from institutions other than SAU may also utilize Track II. To be eligible for this track, students are required to have:

- Completed all bachelor’s degree requirements in their major other than those to be completed in the first year of the DPT program. Students from institutions other than St. Ambrose University will need a letter from the respective Registrar’s Office indicating that the first year of DPT courses will be credited toward the bachelor’s degree. The bachelor’s degree must be awarded prior to the beginning of the second year of the DPT program. (These students should contact the SAU Financial Aid Office to discuss any specific questions on financial aid.)
- Attained a minimum 3.0/4.0 cumulative undergraduate GPA
- Completed all requirements listed below

Track III

Students who hold a bachelor’s degree may apply using Track III, the “4+2.5” plan of study (four years of undergraduate work plus two-and-a-half years in the DPT program). To be eligible for this track, students are required to have:

- A bachelor’s degree from an accredited four-year college or university awarded prior to the fall they anticipate entering the DPT program.
- Attained a minimum cumulative undergraduate GPA of 3.0 (on a 4.0 scale) or a minimum cumulative graduate GPA of 3.25 (on a 4.0 scale) for 18 or more semester hours in an approved graduate science degree pro-

gram. Contact the Physical Therapy Department regarding acceptable graduate courses.

Additionally, all Track II and Track III applicants need to have:

- Completed all prerequisite courses with a grade of “C” or above prior to enrollment in the DPT program. 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 one or more physical therapy settings
- Completed the Graduate Record Exam (GRE) and submitted official results
- Completed the SAU Admission to Graduate Studies Application form
- Submitted official transcript from all undergraduate and graduate institutions attended
- Submitted two references from individuals well-acquainted with the applicant (forms provided)

Completed an acceptable on-site personal interview with PT faculty members

- International students are required to submit official scores for the TOEFL exam. The minimum score requirement is 250.

Based upon the undergraduate GPA and quality of other application materials, select applicants from all Tracks will be invited for a required on-site interview. Admissions data will be processed by the committee, and it will determine the most qualified applicants to be invited to join the DPT program. Students who are accepted into the DPT program will be notified in writing. A waiting list will also be developed. Acceptance responses and fees from the members of the entering class will be required by a specified deadline date. Students in the entering class will be expected to sign the Essential Functions form

prior to matriculation.

Prerequisite Courses

COURSE	SAU EQUIVALENT	CREDITS
Biology*	BIOL 103, 104	8
Human Physiology‡	BIOL 202, 204	3–8
General Chemistry*	CHEM 105, 106	8
General Physics*	PHYS 203, 204	8
Trigonometry (or above)	MATH 152	2
Statistics/Biostatistics	STAT 213	3
Intro. Psychology	PSYC 105	3
Advanced Psychology (upper level)		3

*with labs

‡At SAU, physiology is included in a two semester course sequence with anatomy and includes labs. An appropriate substitute would be a 3 semester hour course in human physiology with lab.

Admissions Appeal Procedure

Applicants for admission to the DPT program have a right to appeal decisions related to admission according to the following procedure:

1. Applicants must file a written appeal of any decision of the Admissions and Retention Committee within two weeks of having received written notification of a committee decision. The appeal must be sent to the 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 the department’s Appeals committee.
3. The decision of the department’s Appeals Committee will be made within two weeks after receipt of the appeal.
4. The applicant will be informed in writing of the Appeals Committee’s decision on the appeal within two weeks of the decision.
5. The student has a right to appeal the department’s Appeals Committee’s decision to the dean of the College of Education and Health Sciences.

Grading Policy

Each course instructor is responsible for estab-

lishing and notifying students of the guidelines required to complete course work. The Physical Therapy Department has set the following criteria for assignment of letter grading (percent of total course work):

A = 90 - 100%, superior performance

B = 80 - 89%, suitably proficient performance

C = 70 - 79%, marginal performance

D = 60 - 69%, unsatisfactory performance

F = less than 60%, failure

Other grading assignments (P/NP, I, W, IP and “Resident Credit”) 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.

Grading for Practical Examinations

Practical/laboratory examinations are an important part of the DPT Curriculum. Program faculty use these exams to assess each student’s integration of cognitive, psychomotor, and affective dimensions of learning. Demonstrating safety and competence during a practical examination is considered an essential step in the student’s development of entry-level patient care skills; students are required to pass all practical exams for each course.

Students are expected to demonstrate safe practices and achieve a minimum score of 80% or a “pass” on a “pass/no pass” on each individual practical examination. Individual faculty will determine the relevant safety issues for the practical exams for each course. A student failing to attain the above levels on a practical exam, will be required to retake that exam. It is the student’s responsibility to schedule a retake time with the course instructor. Any student who fails to demonstrate safe practices and fails to achieve

a minimum passing score on the retake examination will receive an “F” grade for the course.

Student Retention Policy

The PT program requires students to maintain a cumulative GPA of 3.0 (on a 4.0 scale) in their professional curriculum to graduate. Students not maintaining a minimum of 2.8 cumulative GPA will be placed on academic probationary status for the semester following the cumulative GPA falling below 2.8. During the probationary semester the student will be advised weekly by their faculty advisor, with the advisor being given status reports every 4 weeks by the student’s instructors during the probationary semester. Failure to maintain a cumulative GPA of 2.8 following a probationary semester will result in the student being denied permission to register for the following semester of the Doctor of Physical Therapy program. Readmission to the program will be based upon competitive re-application during the regular admissions cycle or appeal (see below).

This catalog refers to retention policies; specifically “Retaking a Course” and “Second-grade Option,” both of which permit students to retake a course, but differ in how the subsequent GPA is computed. In reality, retaking course work offered in the program would be impractical or difficult due to the sequential arrangement, as well as the anticipated overlapping schedules of first, second and third year classes.

If a student does not receive a grade of “C” or higher in a course required for graduation from the PT program, they will be notified by the office of the director and are required to satisfy one of the following options. Until this is done, they may not continue in the professional curriculum without special permission from the Curriculum Committee.

1. retake the course if scheduling allows,
2. take a comparable course at another institution, pre-approved by the Curriculum Committee,

3. complete additional course work in the areas of deficiency as assigned by the course instructor (at his or her discretion) and approved by the Curriculum Committee.

The student repeating a class or completing the required independent study in a course will receive a letter grade, which, will be recorded on the official transcript following the “Second-grade Option” procedure in the SAU Catalog. Inability of the student to complete one of these options with a C grade or above will result in the student being ineligible to continue in the professional program. Readmission to the program will be based upon competitive re- application during the regular admissions cycle.

In addition, the following apply to Clinical Education Courses:

1. Students will be required to pass all Clinical Education Courses 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 Appeal Process

A student who has been academically 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.

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:

- Appeal will be denied or appeal will be accepted. 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.
- The student will obtain an appeal petition from the director and fill out the appeal petition completely.
- The student must obtain their academic advisor’s signature on the petition.
- The student submits the signed appeal petition to the director within one week of the date the petition is obtained.
- The director will present the appeal petition to the Physical Therapy Admissions and Retention Committee.
- Within one week of receipt of the petition, the chair or co-chair of the Admissions and

Retention Committee will contact the student to discuss the date/time of the meeting.

- 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.
- The student has the right to represent themselves and their written petition or they can choose to submit a written petition only.
- The committee will meet on the appointed date/time with or without the student representing him or herself. 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.
- The committee decision will be made by majority vote with secret ballot.
- The committee will present the decision to the entire faculty and the director.
- The director will notify the student both verbally and in writing of the appeals decision with one week of the date of the decision.
- If the student's dismissal appeal is denied, the student has the right to appeal this decision to the dean of the College of Education and Health Sciences.

Commencement Participation Policy

Participation in the St. Ambrose University Commencement ceremony is a public affirmation of a student's successful completion of the DPT program. We realize, however, that select circumstances might prevent a student from completing required course work by the date of the commencement ceremony. Because we view it as desirable that students feel part of the St. Ambrose community by participating in the

commencement ceremony, the following departmental policy was adopted.

In order for DPT students to participate in the St. Ambrose Commencement Ceremony, they must:

1. have attained a cumulative DPT GPA of at least 3.0,
2. have completed all initial or repeated Clinical Education courses with a grade of "Pass," and
3. in the case item #2 is not satisfied, continue to demonstrate satisfactory performance during any Clinical Education course up through the Thursday prior to commencement weekend.

Participation in the commencement ceremony is not a guarantee that a student will indeed graduate from the DPT program.

Professional Licensure

It is the student's responsibility to apply in a timely manner to individual state licensing agencies for licensure as a physical therapist. Information about state licensing agencies and the National Physical Therapy Examination can be obtained through the Federation of State Boards of Physical Therapy (www.fspt.org). All application and examination fees are borne by the license applicant.

DPT Program Curriculum		CREDITS
First Year		
<i>Fall</i>		
BIOL 500	Human Gross Anatomy	5
DPT 515	Professional Seminar	1
DPT 530	Kinesiology/Biomechanics	5
DPT 531	Functional Anatomy	1
DPT 550	Introduction to Physical Therapy	3
DPT 560	Physical Therapy Procedures I	3
<i>Winterim</i>		
DPT 580	Clinical Education	0
<i>Spring</i>		
DPT 520	Pathology & Medical Management	5
PSYC 540	Neuroanatomy/Neurophysiology	5
DPT 570	Physical Agents	4
DPT 635	Clinical Exercise Physiology	3

DPT 650 Issues in Research I 3

Summer

DPT 582 Clinical Education 0

Second Year

Fall

DPT 590 Pharmacology 1

DPT 600 Issues in Patient Care 3

DPT 620 Musculoskeletal Therapeutics I 5

DPT 630 Neuromuscular Therapeutics 5

DPT 640 Cardiopulmonary Therapeutics 3

DPT 680 Clinical Education 0

DPT 800 Applied Anatomy and Physiology 2

DPT 605 Teaching Practicum (elective) 1-2

Winterim

DPT 810 Advanced Diagnostics 2

DPT 820 Differential Diagnosis 2

Spring

DPT 660 Prof Practice & Health Care Sys 3

DPT 670 Orthotics and Prosthetics 3

DPT 674 Integumentary Therapeutics 1

DPT 700 Issues in Research II 3

DPT 720 Musculoskeletal Therapeutics II 3

DPT 760 Physical Therapy Procedures II 3

DPT 780 Clinical Education 0

DPT 830 Medically Complex Patient 2

DPT 605 Teaching Practicum (elective) 1-2

Third Year

Summer

DPT 781 Clinical Education (8 weeks) 0

Fall

DPT 782 Clinical Education (8 weeks) 8

DPT 784 Clinical Education (10 weeks) 10

Transition DPT Degree Program

Transition DPT Mission

The Transition DPT program provides an opportunity for licensed physical therapists to earn the Doctor of Physical Therapy degree. This program is designed to augment the physical therapist's current knowledge and skills and to enhance their ability to care for patients and clients across a range of practice settings. The program focuses on enhancing clinical reasoning and promoting evidence-based practice. Central to this mission is the provision of high quality health care and an improved quality of life for patients and their families.

Transition DPT Admissions Process

Applications are accepted and reviewed year round. Physical therapists seeking admission to this program should request an application from the Physical Therapy Department. Criteria for admission includes: prior graduation from a CAPTE accredited physical therapist education program; evidence of a current and valid license to practice physical therapy in at least one of the 50 United States, the District of Columbia or Puerto Rico; official transcripts from all colleges and universities attended; completed Transition DPT Application Form and processing fee of \$50. New graduates are required to have a minimum of 6 months of full time clinical practice experience or the equivalent. Therapists applying from outside of the US, must have an international credentials evaluation sent from the Foreign Credentialing Commission on Physical Therapy. The TOEFL examination is required for all foreign applicants who have not attended an American College or University full time for two consecutive years. Minimal score of 250 is required.

It is expected that therapists enrolled in the Transition DPT program will enter the program with an understanding of the fundamental knowledge and skills described in the *Guide to Physical Therapist Practice*. Although applicants

may practice in a specialized setting, they should have at least a basic understanding of the elements of patient/client management, tests and measures, and interventions that physical therapists frequently provide across the four main practice pattern categories. As part of the application process, students will address any deficiencies with a plan for reviewing and learning this information. The program will provide applicants with recommended resources and may develop additional courses if needed.

Transition DPT Curriculum		CREDITS
DPT 590	Pharmacology	1
DPT 790	Evidence-based Practice	2
DPT 795	PT Examination and Interventions	2
DPT 800	Applied Anatomy and Physiology	2
DPT 810	Advanced Diagnostics	2
DPT 820	Differential Diagnosis	2
DPT 830	Medically Complex Patient	2
DPT 850	Integration Project	3
		16

Additional Transition DPT Information

Prospective and current students are encouraged to review additional program information provided on the university's web site and in the Transition DPT Student Handbook.

Course Descriptions

BIOL 500. Human Gross Anatomy **5 credits**

A regional based study of the human body involving cadaver dissection. Students will apply knowledge of anatomy to clinical practice. Discussion of embryonic development and how it relates to adult anatomy will also be included. Prerequisites: BIOL 202 and 204.

DPT 515. Professional Seminar **1 credit**

This seminar introduces resources valuable to being an effective graduate student. The course focuses on preparing the student for successful completion of the professional program with emphasis on the clinical education component. The organization and requirements for clinical

education experiences are presented in depth. Pass/No Pass.

DPT 520. Pathology and Medical Management

5 credits

This course will explore the nature and cause of disease as well as the current medical management and role of the therapist in the treatment of human disease. Specifically, we will identify the structural and physiological changes caused by a variety of human diseases. Emphasis will be placed on clinical presentation, etiology, pathophysiology, and current medical management of each disease discussed. The role of the physical therapist in the management of these diseases will be discussed. Diseases will be discussed in relation to organ systems after discussion of basic pathologic principles. These include: infectious, endocrine, integument, cardiovascular, hematological, respiratory, pediatric, musculoskeletal, neurological, gastrointestinal, and reproductive diseases.

DPT 530. Kinesiology/Biomechanics **5 credits**

An introduction to factors influencing human normal and pathological motion directed toward rehabilitation. Scientific, biomechanical, structural, physiological, and anatomical principles underlying human tissues and their influence on motion will be studied. Techniques and applicability of analysis to normal and pathological motion will be explored. This course is designed so that the content and sequence parallel with BIOL 500 (Gross Anatomy) and DPT 560 (Physical Therapy Procedures I).

DPT 531. Functional Anatomy **1 credit**

Physical therapists utilize a range of anatomical landmarks on or adjacent to the surface of the body in order to evaluate human structure and function. These landmarks are most commonly identified through visual observation and manual palpation. The general purpose of this functional anatomy laboratory is to provide students with the knowledge and psychomotor skills necessary

to successfully use these landmarks in clinical practice. This laboratory will be closely correlated with BIOL 500 (Gross Anatomy), DPT 530 (Kinesiology/Biomechanics), and DPT 560 (Physical Therapy Procedures I).

DPT 550. Introduction to Physical Therapy **3 credits**

An introduction to physical therapy as a health profession, including its history, current status and projections for the future. The importance of professional socialization and development will be introduced. Ethical standards for professional conduct, medical-legal aspects, regulation, and the scope of professional practice will be highlighted. Effective documentation, teaching strategies, and professional relations will be emphasized. Select professional issues and societal needs will be examined for their impact upon physical therapy and society.

DPT 560. Physical Therapy Procedures I **3 credits**

This course is the first of a two-course sequence presenting select physical therapy procedures. Students will gain skills necessary to perform an evaluation of a patient, and begin to develop a treatment plan. Assessment of joint range of motion, muscular strength, gait, assistive devices related to gait, gait training and transfers will be presented across the lifespan. Interpretation of information from evaluations and relationships to treatment planning will be emphasized.

DPT 570. Physical Agents **4 credits**

This course focuses on the physical and physiological basis for safe and effective use of therapeutic physical agents, including massage, mechanical compression, heat and cold, hydrotherapy, ultraviolet light, laser, biofeedback, and electricity. Theoretical models for understanding basis for pain and tools for pain assessment are introduced. Current theories and treatment techniques for wound healing are included. Emphasis is placed on development of

clinical rationales/decision making/problem solving.

DPT 580. Clinical Education **0 credit**

This is the first in a series of seven clinical education experiences during which the student is to integrate academic materials and practice psychomotor skills including patient examination, assessment, interventions and documentation which have been presented to date in the curriculum. The student is also expected to observe, discuss and assist the Clinical Instructor with examinations and interventions that have not yet been presented in class. During this full-time, two-week experience, the student will be supervised by his/her clinical instructor (a licensed physical therapist whose facility contracts with St. Ambrose University for the purpose of providing clinical education experiences).

DPT 582. Clinical Education **0 credit**

This is the second in a series of seven clinical education experiences during which the student is to integrate academic materials and practice psychomotor skills including patient examination, assessment, interventions and documentation, which have been presented to date in the curriculum. The student is also expected to observe, discuss and assist the Clinical Instructor with examinations and interventions that have not yet been presented in class. During this full-time, three-week, experience, the student will be supervised by his/her clinical instructor (a licensed physical therapist whose facility contracts with St. Ambrose University for the purpose of providing clinical education experiences). Students will be assigned to clinical sites offering an exposure to the rural practice setting.

DPT 590. Pharmacology in Rehabilitation **1 credit**

Pharmacology is the study of drugs and their use in medical treatment. In this course the student will gain knowledge in the basic pharmacologic principles and application to rehabilitation thera-

py. Pharmacotherapeutic agents (drugs) will be discussed based on a combination of organ systems and general drug classifications to provide the rationale of drug therapy. Emphasis will be placed on the types of disorders these agents treat, adverse effects they cause and special implications of specific drugs to the therapist.

DPT 600. Issues in Patient Care 3 credits

This course examines psycho/social/emotional issues which have impact on high quality patient/client care. Influences on effective patient/client/therapist communication, patient/client motivation and compliance/adherence, and goal attainment will be assessed. Roles of physical therapists as collaborators, consultants, teachers and care supervisors for patients/clients with a range of psycho-social needs will be discussed. Strategies for identification/prevention of professional/care giver burnout will be presented.

DPT 605. Teaching Practicum (Elective) 1–2 credits

This course is an elective offered to PT students desiring to gain experience in academic teaching. It consists of seminars and supervised academic teaching experiences. The seminars will be concerned with issues related to the development of effective teaching skills. The student will assist the instructor in the design, set-up and presentation academic of lectures and laboratories to underclassmen within the PT program.

DPT 620. Musculoskeletal Therapeutics I 5 credits

Therapeutics course responsible for assessment and treatment of the musculoskeletal system. Impairments of the musculoskeletal system will be evaluated with regard to intervention and return to the patient's highest or desired level of function. Lifespan issues and disease will be considered in determining level of intervention and prognosis.

DPT 630. Neuromuscular Therapeutics 5 credits

The focus of this course is on the physical thera-

py management of adult patients with neuromuscular disorders related to injury (e.g., cerebral vascular accident, traumatic brain injury, spinal cord injury) or degeneration (e.g., Parkinson's disease, Multiple Sclerosis) of central and peripheral components of the neuromuscular system. Elements related to examination, evaluation, diagnosis, prognosis, intervention and outcomes will be highlighted. Concepts related to motor control and motor learning will be incorporated throughout the course. Related research will be used to support interventions and assessment of outcomes.

DPT 635. Clinical Exercise Physiology 3 credits

This course focuses on the principles of health promotion, wellness and adult fitness. Emphasis is placed on risk stratification and methods to identify patients at risk for cardiovascular, pulmonary, and metabolic disorders. Essentials of human physiology and exercise physiology are reviewed to prepare the student for content in DPT 640.

DPT 640. Cardiopulmonary Therapeutics 3 credits

This course covers tests, measures and interventions used by physical therapists for patients and clients with cardiovascular and pulmonary impairments. Emphasis is placed on techniques and theory of patient management across the lifespan.

DPT 650. Issues in Research I 3 credits

This course covers topics relevant to the research process including identifying and developing of research questions, review of literature, research design, and analysis commonly encountered in physical therapy literature. Information is presented to further enhance the student's understanding of the scientific method, laboratory research and clinical research. Students prepare to conduct pilot work for proposals or group research projects.

DPT 660. Professional Practice in Physical Therapy 3 credits

This course is the last in a series of courses concerned with contemporary issues in health care. The course focuses on administration and management of physical therapy services, within the larger systems.

DPT 670. Orthotics and Prosthetics 3 credits

This course introduces the entry level DPT student to the theory and practice of orthotic and prosthetic therapeutics. Appropriate anatomical and bio-mechanical principles as well as normal and abnormal movement will be reviewed and discussed. History, use, and function of orthotic and prosthetic devices and related therapeutic concerns will be covered. Practical experience in this area will be included in classroom labs.

DPT 674. Integumentary Therapeutics 1 credit

This course focuses the elements of patient/client management for individuals who have integumentary issues or diagnoses. These elements include: examination (tests and measures), evaluation, diagnosis, prognosis/plan of care and interventions. Emphasis is placed on development of clinical rationales/decision making/problem solving. Other issues and roles for the physical therapist in integumentary management will also be presented: prevention, promotion of health/wellness/fitness, consultation, education, critical inquiry, administration and appropriate use of support staff. Specific areas of wound/skin management that will be covered are: the normal healing process, various types of wounds, factors that impede healing, wound/patient evaluation, debridement/irrigation, dressings, modalities/physical agents and documentation and reimbursement.

DPT 680. Clinical Education 0 credit

This is the third in a series of seven clinical education experiences during which the student is to integrate academic materials and practice psychomotor skills including patient examination,

assessment, interventions and documentation, which have been presented to date in the curriculum. The student is also expected to observe, discuss, and assist the clinical instructor (CI) with examinations and interventions that have not yet been presented in class. During this full-time, two-week experience, the student will be supervised by his/her CI who is a licensed physical therapist whose facility contracts with St. Ambrose University for the purpose of providing clinical education experiences.

DPT 700. Issues in Research II 3 credits

This course is the second in a two course series that covers topics relevant to the research process. Information is presented to further enhance the student's understanding of the scientific method, laboratory research and clinical research. This course will focus on analysis and methods of presenting findings, including proposal development, manuscript preparation, and research presentations. Students will also critique current physical therapy literature, encouraging students to be consumers of research, fostering critical evaluation of theories and techniques used in clinical practice. Students collect data, perform analysis and present group research projects.

DPT 720. Musculoskeletal Therapeutics II 3 credits

Therapeutics course that specifically addresses the spine using a quadrant approach. Peripheral joints will be reviewed as they impact the spine. Impairments, functional limitation(s), and disability related to the spine and peripheral joints (including TMJ) will be evaluated with regard to evaluation and intervention. Lifespan and cultural and gender diversity issues will be considered in determining level of intervention and prognosis. The Clinical Decision Making process is utilized both at a systems level for screening of more serious pathology and within the musculoskeletal system to determine cause and appropriate intervention for impairment(s).

DPT 760. Physical Therapy Procedures II**3 credits**

Presents advanced specialized and current evaluation and treatment topics applicable to selected specific patient populations and specialty practices in physical therapy. Topics include pediatrics, work hardening, aquatics, women's health, alternative therapies, ENMG and geriatrics. It is anticipated that the course will facilitate student interest in pursuing future specialty areas as well as increase their exposure to a greater variety of skills, techniques, and topics.

DPT 780. Clinical Education**0 credit**

This is the fourth in a series of seven clinical education experiences during which the student is to integrate academic materials and practice psychomotor skills including patient examination, assessment, interventions and documentation which have been presented to date in the curriculum. The student is also expected to observe, discuss and assist the CI with examinations and interventions that have not yet been presented in class. During this full-time, two-week experience, the student will be supervised by his/her CI who is a licensed physical therapist whose facility contracts with St. Ambrose University for the purpose of providing clinical education experiences.

DPT 781. Clinical Education**0 credit**

This is the fifth in a series of seven clinical education experiences and, notably, the first extended affiliation during which the student is to deliver the continuum of patient care. The student is expected to assume an active role in initial and on-going evaluations, treatment planning and delivery, documentation, and discharge planning. The student is expected to approach entry-level performance* in the delivery of care to patients characteristically treated in the assigned area of clinical practice (acute care, neurological rehabilitation, or orthopedics.) The student is also expected to observe, discuss and assist the CI with examinations and interventions that have

not yet been presented in class. During this eight-week experience the student will be supervised by his/her CI, a licensed physical therapist whose facility contracts with St. Ambrose University for the purpose of providing clinical education experiences.

* Entry-level performance (as defined in the Clinical Performance Instrument): A physical therapist clinician performing at entry-level utilizes critical thinking to make independent decisions concerning patient needs and provides quality care with simple or complex patients in a variety of clinical environments. The physical therapist clinician at the professional level needs no guidance or supervision except when addressing new or complex problems.

DPT 782. Clinical Education**8 credits**

This is the sixth in a series of seven clinical education experiences included in the curriculum. By the completion of this eight-week clinical experience, the student is to demonstrate entry-level competency in the delivery of patient care in the designated area of clinical practice (acute care, neurological rehabilitation, or orthopedics.) The student will be supervised during this clinical experience by his/her CI (a licensed physical therapist whose facility contracts with St. Ambrose University for the purpose of providing clinical education experiences).

DPT 784. Clinical Education**10 credits**

This is the final clinical education experience of the curriculum. By the completion of this ten-week clinical experience, the student is to demonstrate entry-level competency in the delivery of patient care in the designated area of clinical practice (acute care, neurological rehabilitation, or orthopedics.) The student will be supervised during this clinical experience by his/her CI (a licensed physical therapist whose facility contracts with St. Ambrose University for the purpose of providing clinical education experiences).

DPT 790. Evidence-based Practice**2 credits**

This course is concerned with evidence-based practice (EBP) as a framework for clinical decision-making by physical therapists. A historical overview of EBP and discussion of the evidence-

based approach to clinical decision-making will be presented. Students will gain hands-on experience in utilizing both filtered and unfiltered databases of the professional literature to answer specific clinical questions. Ultimately, the strength and quality of evidence supporting the use of select physical therapy tests, measures, and interventions will be critically appraised.

Prerequisites: A working knowledge of statistics and research methods/design or successful completion of SAU DPT self-study module.

DPT 795. Physical Therapy Examination and Interventions 2 credits

This course is based on the disablement model and will focus on examination and interventions used in the four physical therapy practice pattern areas (musculoskeletal, neuromuscular, cardiopulmonary and integumentary) across the lifespan. Emphasis will be placed on examination of the patients and on modes of intervention that are applicable for specific diagnostic categories. Measurement properties and the scientific evidence supporting select tests, measures and direct interventions will be emphasized through lecture and demonstration. This course will enable the practitioner to utilize and understand the *Guide to Physical Therapist Practice*.

DPT 800. Applied Anatomy and Physiology 2 credits

This course is designed to help students understand and apply anatomical and physiological principles that influence physical therapy practice. Information will build upon prior basic and clinical science course work. An emphasis will be placed on understanding how systemic and cellular adaptations that result from both intrinsic (e.g., disease, aging) and extrinsic factors (e.g., injury, training, and pharmacological intervention) influence rehabilitation. Examples will cross all major practice pattern categories (musculoskeletal, neuromuscular, cardiopulmonary, and integumentary) and the lifespan. Students will integrate this knowledge into examination, evalu-

ation, and the development of care plans.

DPT 810. Advanced Diagnostics 2 credits

This course describes diagnostic testing procedures used in the examination of patients with acute and chronic disorders and disease processes. An emphasis will be placed on the type of information gained in testing, the sensitivity and specificity of each test, and how test results can be used to influence the physical therapy examination, interventions, and plan of care.

DPT 820. Advanced Diagnostics 2 credits

This course will enhance the student's ability to develop pattern recognition skills for conditions or diseases across the human body systems. Hypothesis development and testing as pertains to the physical therapy differential diagnosis will be emphasized. This course also addresses appropriate physical therapist interventions, to include referral for conditions or diseases that are not within a physical therapist's scope of practice. Cases of patients having multiple conditions will be used so that students must determine which condition or disease drives intervention.

DPT 830. Management of the Medically Complex Patient 2 credits

This course is designed to help students perform thorough physical therapy examinations and develop effective care plans for medically complex patients. Building up on an understanding of the relevant pathophysiology, the learner will be challenged to integrate the findings of laboratory tests, diagnostic testing, medical treatment and procedures, as well as, information gained from the patient, their families, and other members of the health care team into the decision making process. A case study format will be used to address multiple system impairments across the lifespan and continuum of care.

DPT 850. Integration Project 3 credits

This capstone project is intended to assist the student in integrating content covered through the curriculum. Options include developing a

series of patient case reports, authoring a comprehensive literature review, or designing an original project unique to the therapist's practice setting. Ideally, the project represents an original contribution by the student to the profession of physical therapy and is worthy of presentation to the professional community. Proposed projects should be submitted during the student's final year of study and approved by a committee of faculty.

**PSYC 540. Neuroanatomy and
Neurophysiology** **5 credits**

This course provides an in-depth overview of neuroanatomy and neurophysiology with special emphasis on relationships to both normal human function and dysfunction resulting from maldevelopment or injury to the nervous system. Correlated laboratories will introduce procedures used for the clinical examination of sensory and motor systems.

Directories

Board of Directors

President

Most Rev. William E. Franklin, DD
Bishop
Diocese of Davenport

Vice President

Very Rev. Drake Shafer, VG '69
Vicar General
Diocese of Davenport

Secretary and Treasurer

Edward Rogalski, PhD
President
St. Ambrose University

Members

Mr. John Anderson '87
Senior Vice President
Quad-City Bank and Trust

Mr. John Arme '57
Retired Senior Partner
Arthur Andersen and Company

Mr. Michael Bauer
President and Chief Executive Officer
Quad City Bank and Trust Company

Ms. Rita Bawden '97
Civic Leader

R. Richard Bittner, Esq.
Senior Partner
Bittner, Lambert & Werner

Mr. Stanley Bright
Retired Chairman and Chief Executive Officer
MidAmerican Energy Company

Leonard Cervantes, Esq. '70
Partner
Cervantes and Associates

Mr. James Collins '69
President

John Deere Foundation
Director of Community Relations
Deere & Company

Mr. Michael Duffy '73
Chairman and Chief Executive Officer
Per Mar Security Services

Dr. Michael Guidici
Cardiac Electrophysiologist
Cardiovascular Medicine, PC

Mr. James Hagen
Retired Chairman, President and Chief
Executive Officer
Conrail, Inc.

Mr. Bernard Hardiek
Retired President
Worldwide Agricultural Equipment Division
Deere & Company

Mrs. Diane Harris
Civic Leader

Rev. Msgr. Francis Henricksen '51
Retired Editor
The Catholic Messenger

Rev. Msgr. John Hyland, VF
Pastor
St. John and Paul Church

Mrs. Barbara Johnson
Civic Leader
McCarthy Bush Foundation

Mrs. Elisabeth Ann Leach
Civic Leader

Mr. Michael Marks
Retired Partner
Willkie Farr & Gallagher

Mrs. Jill McLaughlin
Civic Leader

Rev. Msgr. Michael Morrissey '61
Pastor
Holy Family Church

The Honorable Linda Neuman
Member
Iowa Supreme Court

Mr. Michael Phelps
Vice President of Publishing for Lee Enterprises
Publisher
The Quad-City Times

Mr. Paul Sachs '76
Managing Director
Protiviti, Inc.

The Rev. Timothy Scully, CSC
Executive Vice President
University of Notre Dame

Mr. I. Weir Sears '51
Chairman
Sears Manufacturing Company

William Sueppel, Esq. '50
Member
Meardon, Sueppel & Downer PLC

Non-Voting Members

Diocese of Davenport Priests' Presbyteral
Council Representative
St. Ambrose Alumni Association President
St. Ambrose Faculty Assembly Chair
St. Ambrose Staff Assembly President
St. Ambrose Student Government Association
President

Emeritus Members

Mr. John Figge
Mr. Bernard Hank Jr.
Mr. Jerry Hiegel
Mr. John Lujack
Mr. Michael Plunkett
Mrs. Margaret Tiedemann

Administration

President

Edward Rogalski, PhD
President
BA, Parsons College
BA, University of Iowa
PhD, *ibid*
At St. Ambrose University since 1968

University Officers

Edward Henkhaus
Vice President, Finance
BA, St. Ambrose University
At St. Ambrose University since 1979

Edward Littig, PhD
Vice President, University Advancement
AA, St. Bede Junior College
BA, Immaculate Conception Seminary College
MS, University of Illinois-Urbana
PhD, *ibid*
At St. Ambrose University since 2000

James Loftus, PhD
Vice President, Enrollment Management
BA, University of Notre Dame
MA, *ibid*
PhD, University of Iowa
At St. Ambrose since 1990

Lorraine Rodrigues-Fisher, EdD
Vice President, Academic Affairs
BS, University of Bridgeport
MA, University of South Florida
MS, Clemson University
EdD, *ibid*
At St. Ambrose since 2002

Deans of Colleges

Richard Dienesch, PhD
Dean, College of Business
BBA, University of Michigan
MBA, *ibid*
PhD, Georgia Institute of Technology
At St. Ambrose University since 2001

Hope Gardina, DBA
Dean, College for Professional Services
BBA, University of Kentucky
MBA, Eastern Kentucky University
DBA, Nova Southeastern University
At St. Ambrose University since 1999

Paul Koch, PhD
Dean, College of Arts and Sciences
BS, Morningside College
MS, Iowa State University
PhD, *ibid*
At St. Ambrose University since 1988

Robert Ristow, EdD
Acting Dean, College of Education and Health
Sciences
BS, Northern State College, South Dakota
MS, Black Hills State College
EdD, University of Denver
At St. Ambrose University since 1989

Faculty

Mara Adams, MPS

Assistant Professor, Theology

BA, St. Ambrose University

MPS, *ibid*

At St. Ambrose University since 1988

Allison Ambrose, MA

Assistant Professor, Accounting

BBA, University of Iowa

MA, University of Iowa

At St. Ambrose University since 1988

Robin Anderson, PhD

Professor, Psychology

BA, Indiana University

MA, University of Iowa

PhD, *ibid*

At St. Ambrose University since 1990

Thomas Anderson, PhD

Professor, Mathematical Sciences

BS, Viterbo College

MS, University of Iowa

PhD, *ibid*

At St. Ambrose University since 1986

Andrew Axup, PhD

Adjunct Assistant Professor, Chemistry

BS, Purdue University

PhD, California Institute of Technology

At St. Ambrose University since 1998

George Bailey III, PhD

Associate Professor, Chemistry

BS, University of Georgia

MS, Wichita State University

PhD, *ibid*

At St. Ambrose University since 1991

Bryon Ballantyne, MA

Instructor, Physical Therapy

BA, University of Northern Iowa

MA, University of Iowa

At St. Ambrose University since 2002

Robert Banash, DBA

Professor, Mathematical Sciences

BS, University of Illinois

MS, University of Delaware

DBA, Nova University

At St. Ambrose University since 1988

John Barr, PhD

Professor, Physical Therapy

BS, State University of New York-Syracuse

MA, University of Iowa

PhD, *ibid*

At St. Ambrose University since 1992

Floyd Begin, PhD

Professor, Managerial Studies

BS, Dayton University

MA, University of Iowa

PhD, *ibid*

At St. Ambrose University since 1984

Leslie Bell III, MFA

Professor, Art

BA, St. Ambrose College

MA, Northern Illinois University

MFA, *ibid*

At St. Ambrose University since 1974

S. Eric Bergman, MA

Instructor, Computer and Information Sciences

BA, University of Iowa

MBA, *ibid*

MA, *ibid*

At St. Ambrose University since 2001

C. Gregory Bereskin, PhD

Professor, Economics and Finance

BA, University of Cincinnati

MA, *ibid*

PhD, University of Missouri

At St. Ambrose University since 1991

Katherine Bodenbender, PhD

Professor, Nursing

BSN, University of Illinois

MS, *ibid*

PhD, University of Iowa

At St. Ambrose University since 2000

Directories

- Brenda Boleyn, MA
Assistant Professor, Education
BA, University of Northern Iowa
MA, *ibid*
At St. Ambrose University since 1997
- Frank Borst, EdD
Professor, Managerial Studies
BS, State University of New York at Cortland
MBA, East Carolina University
EdD, Memphis State University
At St. Ambrose University since 1991
- Rev. Edward Botkin, SSL
Assistant Professor, Theology
BA, St. Ambrose College
STL, Catholic University
SSL, Biblical Institute-Rome
At St. Ambrose University since 1980
- Daniel Bozik, PhD
Professor, Communication
BA, University of Wisconsin-Whitewater
MA, Bradley University
PhD, Northwestern University
At St. Ambrose University since 1986
- Linda Withrow Brown, DBA
Professor, Economics and Finance
BS, Northwest Missouri State University
MBA, St. Ambrose College
DBA, Nova University
At St. Ambrose University since 1987
- Patrick Budelier, MM
Assistant Professor, Music
BM, St. Ambrose University
MM, Indiana University
At St. Ambrose since 1997
- Thomas Burns, PhD
Professor, Physics and Mathematical Sciences
BA, Manhattan College
MS, University of Iowa
PhD, *ibid*
At St. Ambrose 1972–73, and since 1975
- John Byrne, PhD
Associate Professor, Managerial Studies
BBA, University of Notre Dame
MBA, Loyola University
PhD, University of Iowa
At St. Ambrose University since 1991
- Sandra Cassady, PhD
Associate Professor, Physical Therapy
BS, University of Northern Iowa
MA, University of Iowa
PhD, *ibid*
At St. Ambrose University since 1994
- Ray Chohan, PhD
Professor, Economics and Finance
BA, University of Poona, India
Barrister-at-Law, Lincoln's Inn College, London
MBA, University of Portland
MEd, *ibid*
PhD, Portland State University
At St. Ambrose University since 1978
- John Collis, PhD
Professor, Managerial Studies
BS, University of Kentucky
MBA, *ibid*
JD, *ibid*
PhD, University of Iowa
At St. Ambrose University since 1984
- Kenneth Colwell, PhD
Professor, Communication
BA, St. Ambrose College
MA, Catholic University of America
EdS, University of Iowa
PhD, University of Iowa
At St. Ambrose 1978–80, and since 1981
- Patrick Connelly, MA
Assistant Professor, English
BA, St. Norbert College
MA, Truman State
At St. Ambrose since 1993

James Cook, PhD
 Professor, Philosophy
 BA, St. Louis University
 MA, *ibid*
 MA, University of Kansas
 PhD, *ibid*
 At St. Ambrose 1969–70, and since 1974

M. Judith Correa Kaiser, PhD
 Associate Professor, Psychology
 BS, Florida State University
 MS, University of Central Florida
 PhD, Florida State University
 At St. Ambrose since 1995

Catherine Daters, PhD
 Assistant Professor, Education
 BS, University of Wisconsin-Stout
 MS, *ibid*
 PhD, University of Nebraska-Lincoln
 At St. Ambrose University since 2000

Rev. William Dawson, PhD
 Professor, Philosophy
 BA, St. Ambrose College
 MA, St. Paul Seminary
 PhD, University of Notre Dame
 At St. Ambrose University since 1961

Rev. Joseph DeFrancisco, STD
 Professor, Theology and Pastoral Studies
 BA, Catholic University of America
 STB, *ibid*
 MA, *ibid*
 STD, *ibid*
 At St. Ambrose University since 1990

Carol DeVolder, PhD
 Associate Professor, Psychology
 AB, Augustana College
 MA, University of Iowa
 PhD, *ibid*
 At St. Ambrose University since 1999

Richard Dienesch, PhD
 Professor, College of Business
 BBA, University of Michigan
 MBA, *ibid*
 PhD, Georgia Institute of Technology
 At St. Ambrose University since 2001

Brenda DuBois, MSW, PhD
 Associate Professor, Social Work
 BA, Western Illinois University
 MSW, University of Iowa
 PhD, Illinois State University
 At St. Ambrose since 1997

Rev. Edmond Dunn, PhD
 Professor, Theology
 BA, St. Ambrose College
 MA, University of Iowa
 MDiv, Andover Newton Theological School
 MDiv, Pope John XXII National Seminary
 PhD, Boston College
 At St. Ambrose University since 1975

Ryan Dye, PhD
 Assistant Professor, History
 BS, University of Notre Dame
 PhD, Northwestern University
 At St. Ambrose University since 2000

Kristofer Eitheim, MFA
 Assistant Professor, Theatre
 BA, Augustana College
 MFA, Virginia Polytechnical and State University
 At St. Ambrose University since 1996

Kevin Farrell, PhD
 Associate Professor, Physical Therapy
 BA St. Ambrose University
 PT Certificate, University of Iowa
 MA, *ibid*
 PhD, *ibid*
 At St. Ambrose University since 1992

Robert Faulkner Jr., DBA
 Associate Professor, Accounting
 BA, St. Ambrose College
 MBA, Central Missouri State University
 DBA, Heed University
 At St. Ambrose University since 1976

Directories

Monica Forret, PhD
Associate Professor, Doctor of Business Administration
BA, St. Ambrose University
PhD, University of Missouri
At St. Ambrose University since 1997

Lynn Frank, MPT
Instructor, Physical Therapy
BA, University of Iowa
MPT, *ibid*
At St. Ambrose University since 2000

Hope Gardina, DBA
Associate Professor, Managerial Studies
BBA, University of Kentucky
MBA, Eastern Kentucky University
DBA, Nova Southeastern University
At St. Ambrose University since 1999

Savvas Georgiades, MSW
Assistant Professor, Social Work
BSc, University of Lancaster, UK
MSW, University of Georgia
At St. Ambrose University since 2001

Rev. Robert Grant, PhD
Assistant Professor, Theology
BA, St. Ambrose College
STV, Gregorian University
MA, Creighton University
PhD, University of Iowa
At St. Ambrose University since 1994

Ken Grenier, MBA
Assistant Professor, Computer Information Sciences
BBE, Illinois State University
MS, Augustana College
MBA, University of Iowa
At St. Ambrose University since 1998

Ragene Dalton Gwin, EdD
Professor, Health, Physical Education and Sport
Science
BA, Marycrest College
MS, Western Illinois University
EdD, University of Northern Iowa
At St. Ambrose University since 1990

Keith Haan, PhD
Assistant Professor, Music
BA, University of Northern Iowa
MA, *ibid*
PhD, University of Missouri
At St. Ambrose University since 1999

Phillip Hall, PhD
Professor, Managerial Studies
AB, University of California-Los Angeles
MBA, California State University
PhD, University of Nebraska
At St. Ambrose University since 1995

Amy Hakeman, BA
Assistant Professor, Health, Physical Education and
Sport Science
BA, Central College
At St. Ambrose University since 2002

Michael Halstead, PhD
Professor, Social Work
BA, Kent State University
MA, *ibid*
PhD, Tulane University
At St. Ambrose University since 1977

Martin Hansen, PhD
Associate Professor, Sociology
BA, University of Northern Iowa
MA, *ibid*
PhD, Iowa State University
At St. Ambrose University since 1999

Ralph Harris, PhD
Professor, Information and Decision Science
BS, Western Illinois University
MS, Illinois Institute of Technology
PhD, University of Iowa
At St. Ambrose University since 1993

Renaë Harroun, MSN
Assistant Professor, Nursing
BSN, Marycrest College
MSN, University of Iowa
At St. Ambrose University since 2002

Susan Hartung, MA
 Adjunct Assistant Professor, Physical Therapy
 BS, University of Colorado
 MA, University of Iowa
 At St. Ambrose University since 1992

Rosemary Hasenmiller, MS
 Assistant Professor, Nursing
 BSN, University of Illinois
 MS, Philadelphia University
 At St. Ambrose University since 2002

Nancy Hayes, PhD
 Assistant Professor, English
 BA, Smith College
 MA, University of Connecticut
 MFA, University of Iowa
 PhD, *ibid*
 At St. Ambrose University since 2001

Scot Heisdorffer, PhD
 Professor, Languages and International Studies
 BA, Kansas State University
 MA, University of Southwestern Louisiana
 PhD, University of Tennessee
 At St. Ambrose University since 1992

Carl Herzig, PhD
 Professor, English
 BA, State University of New York-Binghamton
 MA, State University of New York-Stony Brook
 PhD, *ibid*
 At St. Ambrose University since 1990

Karl Hickerson, PhD
 Associate Professor, Managerial Studies, DBA
 BA, Lawrence University
 MS, Washington State University
 PhD, *ibid*
 At St. Ambrose University since 2002

Dolores Hilden, PhD
 Professor, Nursing
 BSN, University of Pennsylvania
 MSN, *ibid*
 PhD, *ibid*
 At St. Ambrose University since 2000

Sharon Hill, MA
 Adjunct Assistant Professor, Physical Therapy
 BS, University of Kansas-Lawrence
 MA, University of Iowa
 At St. Ambrose University since 1998

Thomas Hill Jr., PhD
 Professor, Industrial Engineering,
 Information and Decision Science
 BS, Arizona State University
 MSIE, *ibid*
 PhD, *ibid*
 At St. Ambrose University since 1995

William Hitchings, PhD
 Professor, Special Education
 BA, Bloomsburg State University
 MA, University of Iowa
 PhD, *ibid*
 At St. Ambrose University since 1991

William Hixon, PhD
 Professor, Biology
 BA, Dartmouth College
 MS, University of Massachusetts
 PhD, *ibid*
 At St. Ambrose University since 1990

John Horn, PhD
 Professor, Biology
 BA, Oberlin College
 PhD, Duke University
 At St. Ambrose University since 1982

Brenda Hughes, MA
 Assistant Professor, Occupational Therapy
 BS, Northern Illinois University
 MA, University of Southern California
 At St. Ambrose since 1998

Michael Hustedde, PhD
 Professor, English
 BA, University of Northern Iowa
 MA, *ibid*
 PhD, University of Iowa
 At St. Ambrose University since 2000

Directories

Beatrice Jacobson, PhD
Professor, English
BA, Seton Hall University
MA, Penn State University
PhD, University of Iowa
At St. Ambrose University since 1994

Paul Jacobson, PhD
Professor, Philosophy
AB, Seton Hall University
MA, Duquesne University
PhD, *ibid*
At St. Ambrose University since 1977

Michael Jerin, PhD
Professor, Social Work
BA, Marian College
MS, Purdue University
PhD, *ibid*
At St. Ambrose University since 1981

Richard Jerz, PhD
Associate Professor, Industrial Engineering,
Information and Decision Science
BS, Illinois Institute of Technology
MBA, St. Ambrose University
PhD, University of Iowa
At St. Ambrose University since 1988

Corinne Johnson, PhD
Professor, Theatre
BA, College of St. Catherine
MA, University of Minnesota
PhD, University of Oregon
At St. Ambrose University since 1989

Andrew Kaiser, PhD
Assistant Professor, Education and Psychology
BS, University of Oklahoma
MS, Florida State University
PhD, *ibid*
At St. Ambrose University since 1995

Rabbi Henry Karp, MAHL
Adjunct Assistant Professor, Theology
BA, City University of New York
MAHL, Hebrew Union College
At St. Ambrose University since 1986

Kirk Kelley, PhD
Professor, Biology
BS, Kansas State University
PhD, University of Kansas Medical Center
At St. Ambrose University since 1990

Michael Kennedy, MA
Assistant Professor, Theatre
BA, St. Ambrose College
MA, Villanova University
At St. Ambrose University since 1969

Lynn Kilburg, BSOT
Assistant Professor, Occupational Therapy
BA, St. Ambrose University
BSOT, *ibid*
At St. Ambrose University since 2001

Paul Koch, PhD
Professor, Psychology
BS, Morningside College
MS, Iowa State University
PhD, *ibid*
At St. Ambrose University since 1988

Richard Koehler, PhD
Associate Professor, Biology
BS, University of Illinois
MS, Eastern Illinois University
PhD, University of Illinois
At St. Ambrose University since 1994

Walter Kurth, MSW
Assistant Professor, Sociology and Psychology
BA, Concordia College
MDiv, Concordia Seminary
MSW, University of Iowa
At St. Ambrose University since 1980

Daniel La Corte, PhD
Assistant Professor, History
BA, University of Dallas
MA, *ibid*
MA, Western Michigan University
PhD, Fordham University
At St. Ambrose University since 2001

Katherine Lampe, MPT
 Assistant Professor, Physical Therapy
 BS, Loras College
 MPT, University of Iowa
 At St. Ambrose University since 1994

Christopher Lee, PhD
 Professor, Economics and Finance
 BA, Old Dominion University
 MA, George Mason University
 PhD, *ibid*
 At St. Ambrose University since 1995

Margaret Legg, PhD
 Professor, Chemistry
 BS, Fordham University
 MA, Columbia University
 PhD, Texas A&M University
 At St. Ambrose University since 1980

Richard Legg, PhD
 Professor, Biology
 BS, Fordham University
 MA, Texas A&M University
 PhD, *ibid*
 At St. Ambrose University since 1978

Arvella Lensing, PhD
 Professor, Languages and International Studies
 BS, University of Oklahoma
 MA, *ibid*
 PhD, University of Iowa
 At St. Ambrose University since 1968

Bonnie Leonhardt, PhD
 Associate Professor, Managerial Studies,
 Organizational Leadership
 BA, University of Iowa
 MBA, *ibid*
 PhD, *ibid*
 At St. Ambrose University 1983-1995, since 2000

Marcia Less, EdD
 Associate Professor, Special Education
 BA, Mankato State University
 MEd, St. Ambrose University
 EdD, Nova Southeastern University
 At St. Ambrose University since 1992

Mark Levsen, MA
 Assistant Professor, Physical Therapy
 BA, Wartburg College
 PT Certificate, University of Iowa
 MA, *ibid*
 At St. Ambrose University since 1994

Kevin Lillis, MS
 Assistant Professor, Computer and Information
 Sciences
 BS, University of Steubenville
 MS, Marycrest International University
 At St. Ambrose University since 2000

Pamela Long, MSW
 Assistant Professor, Social Work
 BSW, Augustana College
 MSW, Syracuse University
 At St. Ambrose University since 1999

Bill Lynn, PhD
 Associate Professor, Economics and Finance
 BA, Blackburn College
 MA, University of Missouri-Kansas City
 PhD, University of Illinois
 At St. Ambrose University since 1995

Carol Lyon, EdD
 Adjunct Associate Professor, Education
 BA, Carroll College
 MA, University of Wisconsin-Milwaukee
 MST, University of Wisconsin-Superior
 EdD, National-Louis University
 At St. Ambrose University since 1988

Christine Malaski, MS
 Assistant Professor, Occupational Therapy
 BS, Western Michigan University
 MS, *ibid*
 At St. Ambrose University since 1994

W. Dean Marple, EdD
 Professor, Education
 BA, University of Illinois
 MS, Western Illinois University
 EdS, *ibid*
 EdD, Illinois State University
 At St. Ambrose University since 1989

Directories

Lewis Marx, MAcc
Assistant Professor, Accounting, Law, Taxation
BA, Western Illinois University
MAcc, *ibid*
At St. Ambrose University since 1989

Andrew Mast, DMA
Assistant Professor, Music
BA, University of Iowa
MA, University of Minnesota
DMA, University of Iowa
At St. Ambrose University since 1999

Joseph McCaffrey, PhD
Professor, Philosophy and Managerial Studies
BA, Aquinas Institute of Philosophy
MA, *ibid*
PhL, *ibid*
MA, University of Iowa
PhD, Pontificia Studiorum Universitas
At St. Ambrose University since 1964

Waylyn McCulloh, MA
Adjunct Assistant Professor, Criminal Justice
BA, University of Iowa
MA, *ibid*
At St. Ambrose University since 1987

Rev. George McDaniel, PhD
Professor, History
BA, St. Ambrose College
MA, Aquinas Institute of Theology
MA, University of Iowa
PhD, *ibid*
At St. Ambrose University since 1974

Mark McGinn, MS
Assistant Professor, Computer Information Sciences
BA, Marycrest International
MSE, Illinois State University
MS, Marycrest International
MS, University of Iowa
At St. Ambrose University since 1998

Rev. Brian Micolot, PhD
Associate Professor, Philosophy
BA, St. Ambrose College
PhD, University of Notre Dame
At St. Ambrose University since 1993

Charles Minnick, MBA
Instructor, Organizational Leadership
BA, St. Ambrose University
MBA, *ibid*
At St. Ambrose University since 1997

Robert C. Mitchell, PhD
Assistant Professor, Physics, Astronomy
BS, St. Michael's College
MS, Rensselaer Polytechnic Institute
PhD, University of Oklahoma
At St. Ambrose University since 2001

L. Juanita Monholland, BS
Assistant Professor, Chemistry and Mathematical
Sciences
BS, Marycrest College
At St. Ambrose University since 1950

R. Jack Moore Jr., EdD
Professor, Criminal Justice
BSE, Truman State University
MA, University of Nebraska at Omaha
EdS, Central Missouri State University
EdD, Illinois State University
At St. Ambrose University since 1974

Arthur Moreau, PhD
Professor, Economics and Finance
BS, Bradley University
MBA, *ibid*
PhD, University of Iowa
At St. Ambrose University since 1999

Barbara Muenster, MAT
Assistant Professor, Mathematical Sciences
BA, Clark College
MAT, University of Nebraska
At St. Ambrose University since 1989

Wayne Oberle, PhD
Professor, Economics and Finance
BS, University of Illinois
MS, *ibid*
PhD, University of Missouri-Columbia
At St. Ambrose University since 1977

David O'Connell, DBA
 Assistant Professor, Managerial Studies, Doctor of
 Business Administration
 BA, Southern Connecticut State
 MA, University of New Mexico
 EMBA, *ibid*
 DBA, Boston University
 At St. Ambrose University since 1998

Patrick O'Leary, PhD
 Assistant Professor, Managerial Studies
 BA, Evergreen State College
 MPA, University of Washington
 PhD, University of Iowa
 At St. Ambrose University since 1996

Michael O'Melia, MSW
 Associate Professor, Social Work
 BA, Trinity College
 MSW, University of Iowa
 At St. Ambrose University since 1998

Michael Opar, PhD
 Associate Professor, Industrial Engineering,
 Information and Decision Science
 BSIE, Purdue University
 MSIE, Bradley University
 PhD, University of Iowa
 At St. Ambrose University since 1993

Michael Orfitelli, EdD
 Professor, Physical Education
 BSEd, Kansas State College at Pittsburgh
 MS, *ibid*
 EdD, University of New Mexico-Albuquerque
 At St. Ambrose University since 1977

William Parsons, PhD
 Professor, Political Science, Organizational Leadership
 BA, Buena Vista College
 MPA, Iowa State University
 PhD, University of Arizona
 At St. Ambrose University since 1989

Barbara Patterson, MA
 Adjunct Assistant Professor, Languages and
 International Studies
 BA, University of Kansas
 MA, *ibid*
 At St. Ambrose since 1978

Brenda Peters, PhD
 Associate Professor, Biology
 BA, Alma College
 PhD, Wayne State University
 At St. Ambrose University since 1993

Arun Pillutla, PhD
 Assistant Professor, Managerial Studies, DBA
 BA, Osmania University, India
 MA, Institute of Foreign Trade, India
 PhD, Washington State University
 At St. Ambrose University since 1999

Barbara Pitz, PhD
 Professor, English
 BA, Pennsylvania State University
 AM, University of Chicago
 PhD, University of Toronto
 At St. Ambrose University since 1987

Kathleen Potter, MSED
 Adjunct Assistant Professor, Mathematical Sciences
 BA, Augustana College
 MSED, Western Illinois University
 At St. Ambrose University since 1984

Ann Preston, PhD
 Professor, Communication
 BA, University of Winnipeg
 BS, Moorhead State University
 MS, N. Dakota State University
 PhD, Ohio University
 At St. Ambrose University since 2001

Kristin Quinn, MFA
 Professor, Art
 BFA, Temple University
 MFA, Indiana University
 At St. Ambrose University since 1989

Directories

Randy Richards, PhD
Professor, Philosophy, Managerial Studies,
Organizational Leadership
BA, St. Ambrose University
MA, Georgetown University
PhD, University of Iowa
At St. Ambrose University since 1993

Nora Riley, MA
Adjunct Assistant Professor, Physical Therapy
BS, St. Louis University
MS, University of Iowa
At St. Ambrose since 1998

Robert Ristow, EdD
Professor, Special Education
BS, Northern State College, South Dakota
MS, Black Hills State College
EdD, University of Denver
At St. Ambrose University since 1989

Sharon Robinson, MSOT
Assistant Professor, Occupational Therapy
BS, University of Illinois
MSOT, Rush University
At St. Ambrose University since 1998

Owen Rogal, PhD
Professor, English
BA, Colgate University
MA, Rutgers University
PhD, *ibid*
At St. Ambrose University since 1986

Edward Rogalski, PhD
Professor, Education
BA, Parsons College
MA, University of Iowa
PhD, *ibid*
At St. Ambrose University since 1968

Killion Roh, PhD
Professor, Computer and Information Sciences
BS, Chonnam National University
MS, *ibid*
MS, University of Illinois
PhD, University of Iowa
At St. Ambrose University since 1976

Jeanne Roller, EdD
Professor, Education
BA, St. Ambrose College
MST, University of Wisconsin
EdD, Nova Southeastern University
At St. Ambrose University since 1992

Deborah Sanborne, MM
Adjunct Instructor, Music
BM, Southern Illinois University
MM, Boston University
At St. Ambrose University since 1996

Lewis Sanborne, PhD
Adjunct Assistant Professor, English
BA, Idaho State University
MA, *ibid*
PhD, Illinois State University
At St. Ambrose University since 1990

Theresa Schlabach, MA
Assistant Professor, Occupational Therapy
BA, Colorado State University
MA, University of Iowa
At St. Ambrose University since 1992

John Schmits, BA
Assistant Professor, Art
BA, St. Ambrose College
At St. Ambrose University since 1959

Judy Schreiber, MS
Assistant Professor, Managerial Studies, Doctor of
Business Administration
BA, Augustana College
MS, Florida State
At St. Ambrose University since 2002

Tracy Schuster, PhD
Assistant Professor, Education
BA, University of Northern Iowa
MED, University of South Carolina
PhD, *ibid*
At St. Ambrose University since 2001

Suzanne Seeber, PhD
 Professor, Education
 BS, Ohio State University
 MS, Kansas State University
 PhD, *ibid*
 At St. Ambrose University since 1984

Arthur Serianz, PhD
 Professor, Chemistry
 BA, Cornell College
 PhD, University of Iowa
 At St. Ambrose University since 1975

Rachel Serianz, PhD
 Associate Professor, Education
 BA, Cornell College
 BS, St. Cloud State University
 MS, Western Illinois University
 PhD, University of Iowa
 At St. Ambrose University since 1988

Craig Shoemaker, PhD
 Associate Professor, Managerial Studies
 BA, Mt. Union College
 MBA, Keller Graduate School of Management-
 Chicago
 PhD, University of Iowa
 At St. Ambrose University since 1992

Raymond Shovlain, MBA
 Adjunct Assistant Professor, Managerial Studies
 BA, St. Ambrose University
 MBA, *ibid*
 At St. Ambrose University since 1982

Vidyapati Singh, PhD
 Professor, Accounting, Law, Taxation and Economics
 and Finance
 BA, University of Calcutta, India
 MA, *ibid*
 PhD, Case Western Reserve University
 At St. Ambrose University since 1982

Jon Stauff, PhD
 Associate Professor, History
 BA, College of William and Mary
 MA, State University of New York-Buffalo
 PhD, *ibid*
 At St. Ambrose University since 1993

Regina Stephens, PhD
 Assistant Professor, Sociology, Organizational
 Leadership
 BA, Arkansas Technical University
 MS, University of Central Arkansas
 PhD, Oklahoma State University
 At St. Ambrose University since 2000

M. Carla Stevens, PhD
 Associate Professor, Communication
 BS, Illinois State University
 MA, San Jose State University
 PhD, Illinois State University
 At St. Ambrose University since 1987

Deanna Stoube, MED
 Instructor, Education
 BS, University of Iowa
 MED, St. Ambrose University
 At St. Ambrose University since 2000

Andrew Swift, PhD
 Professor, Philosophy
 BA, Bridgewater State College
 MA, Ohio State University
 PhD, *ibid*
 At St. Ambrose University since 1990

Terri Switzer, PhD
 Assistant Professor, Art
 BA, Butler University
 MA, Indiana University
 MA, *ibid*
 PhD, *ibid*
 At St. Ambrose University since 2002

Joan Trapp, DMA
 Professor, Music
 BM, Northwestern University
 MM, *ibid*
 DMA, University of Iowa
 At St. Ambrose University since 1974

Kathleen Trujillo, PhD
 Associate Professor, Psychology
 BA, Loyola Marymount University
 PhD, University of Southern California
 At St. Ambrose University since 1994

Directories

Katherine Van Blair, PhD
Assistant Professor, Social Work
BA, St. Ambrose College
MS, Iowa State University
PhD, Purdue University
At St. Ambrose University since 2001

James Van Speybroeck, PhD
Professor, Information and Decision Science
BA, St. Ambrose College
MS, Western Illinois University
PhD, Illinois State University
At St. Ambrose University since 1983

Sarah Vordtriede, PhD
Assistant Professor, Biology
BA, McKendree College
MS, Southern Illinois University
PhD, St. Louis University
At St. Ambrose University since 2001

Barbara Walker, PhD
Professor, Physical Education
BA, University of Northern Iowa
MA, *ibid*
PhD, University of Iowa
At St. Ambrose University since 1973

Ron Wastyn, PhD
Associate Professor, Communication, Organizational
Leadership
BA, Augustana College
MA, Wake Forest University
PhD, University of Pittsburgh
At St. Ambrose University since 1997

Mary Waterstreet, PhD
Professor, Psychology
BA, St. Ambrose College
MS, Marquette University
PhD, University of Georgia
At St. Ambrose University since 1984

Delores Wellman, MS
Assistant Professor, Accounting, Law, Taxation
BA, University of Iowa
MS, Drake University
At St. Ambrose University since 1984

Phyllis Wenthe, MEd
Assistant Professor, Occupational Therapy
BS, University of Kansas
MEd, St. Ambrose University
At St. Ambrose University since 1990

Douglas West, PhD
Assistant Professor, Health, Physical Education and
Sport Science
BA, Coe College
MA, Western Michigan University
PhD, University of Iowa
At St. Ambrose University since 2000

Barbara Wiese, MED
Assistant Professor, Education
BA, Marycrest International University
MED, St. Ambrose University
At St. Ambrose University since 1999

Corinne Winter, PhD
Associate Professor, Theology
BA, St. Olaf College
MA, University of Dayton
PhD, University of Notre Dame
At St. Ambrose University since 1994

Theodore Woodruff, PhD
Professor, Economics and Finance
BA, Williams College
MA, Columbia University
MPhil, *ibid*
PhD, *ibid*
At St. Ambrose University since 1995

Kuo-Ho Yang, PhD
Professor, Physics and Engineering
BS, National Taiwan University
MS, University of Massachusetts
PhD, *ibid*
At St. Ambrose University since 1982

Kathleen Zajicek, MS
Assistant Professor, Occupational Therapy
BS, University of Minnesota
MS, Cardinal Stritch University
At St. Ambrose University since 1993

Reference

Course Cross Reference

Course	Title	Cross Reference
ASTR 201	Astronomy	NSCI 201
ECON315	American Economic History	HIST 359
EDUC 284	Child and Adolescent Psychology	PSYC 284
EDUC 309	Education Psychology: Tests and Measurements	PSYC 309
EDUC 329	Methods of Teaching Social Sciences	HIST 395
GEOG 201	Physical Geography	NSCI 205
ENGR 110	Engineering Graphics	IE 110
ENGR 220	Engineering Statics	IE 220
ENGR 302	Engineering Dynamics	IE 302
ENGR 303	Strength of Materials	IE 303
ENGR 310	Materials Science	IE 310
ENGR 312	Thermodynamics	PHYS 321, IE 312
ENGR 320	Electromagnetic Theory	PHYS 304
HIST 245	Catholicism in America	THEO 245
HIST 307	History of Christianity I: Early and Medieval	THEO 307
HIST 308	History of Christianity II: Reformation and Modern	THEO 308
HIST 359	Economic History in the U.S	ECON 315
HIST 395	Methods of Teaching Social Studies	EDUC 329
IE 110	Engineering Graphics	ENGR 110
IE 220	Engineering Statics	ENGR 220
IE 302	Engineering Dynamics	ENGR 302
IE 303	Strength of Materials	ENGR 303

Course	Title	Cross Reference
IE 310	Materials Science	ENGR 310
IE 312	Thermodynamics	PHYS 321, ENGR 312
MATH 330	Numerical Analysis	CSCI 330
MPS 620	Music and Liturgy	MUS 310, THEO 310
MUS 310	Music and Liturgy	MPS 620, THEO 310
NSCI 205	Physical Georgraphy	GEOG 201
NSCI 201	Astronomy	GEOG 201
PHYS 304	Electromagnetic Theory	ENGR 320
PHYS 321	Statistical Physics and Thermodynamics	ENGR 312, IE 312
PSCI 213	Statistics for Social Sciences	SOC 312, STAT 213
PSYC 284	Child and Adolescent Psychology	EDUC 284
PSYC 309	Educational Psychology: Tests and Measurements	EDUC 309
PSYC 318	Group Dynamics	SOC 318
SOC 213	Statistics for Social Sciences	PSCI 213, STAT 213
SOC 318	Group Dynamics	PSYC 318
STAT 213	Statistics for Social Sciences	PSCI 213, SOC 213
THEO 307	History of Christianity I: Early and Medieval	HIST 307
THEO 308	History of Christianity II: Reformation and Modern	HIST 308
THEO 245	Catholicism in America	HIST 245
THEO 310	Music and Liturgy	MUS 310, MPS 620

Directories

Course Codes

The following course codes are used on student records:

ACCT	Accounting	LS	Learning Skills-Reading
ART	Art	MAC	Master Of Accounting
ASTR	Astronomy	MATH	Mathematics
BIOL	Biology	MBA	Master In Business Administration
BUS	Business	MBAH	Master of Business Administration in Health Care
CATH	Catholic Studies	MCJ	Master Of Criminal Justice
CHEM	Chemistry	MED	Master of Education
CIS	Computer Information Systems	MGMT	Management
CNA	Computer Network Administration	MKTG	Marketing
COMM	Communication	MOL	Master of Organizational Leadership
COOP	Cooperative Education	MOT	Master of Occupational Therapy
CRJU	Criminal Justice	MPS	Master of Pastoral Studies
CSCI	Computer Science	MSITM	Master of Science in Information Technology Management
DBA	Doctor of Business Administration	MSW	Master of Social Work
DPT	Doctor of Physical Therapy	MUS	Music
ECE	Early Childhood Education	NSS	New Student Seminar
ECON	Economics	NSCI	Natural Science
ECSE	Early Childhood Special Education	NURS	Nursing
EDLS	Education Leadership	PADM	Public Administration
EDUC	Education	PED	Physical Education
ENGL	English	PHARM	Pharmacology
ENGR	Engineering	PHIL	Philosophy
FLAN	Foreign Language	PHYS	Physics
FNCE	Finance	PSCI	Political Science
FREN	French	PSYC	Psychology
GEOG	Geography	SOC	Sociology
GERM	German	SPAN	Spanish
GREE	Greek	SPED	Special Education
HED	Health Education	SPEE	Speech
HIST	History	SPST	Special Studies
HP	Honors Program	STBE	Statistics for Business and Economics
HS	Health Science	STAT	Statistics
IE	Industrial Engineering	SVLN	Service Learning
IL	Information Literacy	WMST	Women's Studies
INTL	International Business		
IS	Languages and International Studies		
LAT	Latin		

Index

A	
Academic Advising	16
Academic Dishonesty	44
Academic Information	30
Academic Information, Graduate	170
ACCEL Courses, Enrolling in Campus and . . .	47
ACCEL Program	47
Accelerating Progress Toward a Second Bachelors Degree	38
Access to Student Information	9
Accounting	52
Accounting, Master of	178
Administration	264
Admissions Requirements	20
American Government Teaching Major	145
Application for Graduation	39
Application for Admission Procedures	22
Applied Management Technology, Bachelor of	53
Art	55
Assessment	37
Assessment of Prior Experiential Learning . .	38
Astronomy	59
Athletic Coaching	107
Athletics	16
Auditing	42
Attendance, Class	40
B	
Bachelor of Applied Management Technology Requirements	53
Bachelor of Arts Requirements	30
Bachelor of Business Administration Requirements	69
Bachelor of Business Administration/Accounting Requirements	69
Bachelor of Education Requirements	87
Bachelor of Elected Studies Requirements . .	99
Bachelor of Music Education Requirements	33, 128
Bachelor of Science Requirements	33
Bachelor of Science in Industrial Engineering Requirements	116
Bachelor of Science in Nursing Requirements	133
Bachelor of Special Studies Requirements . .	157
Beliefs of St. Ambrose University	7
Biology	59
Board and Room	27
Board of Directors	262
Bookstore	16
Business	62
Business Administration	69
Business Administration/Accounting	69
Business Administration, Doctor of	244
Business Administration, Master of	181
Business Administration in Health Care, Master of	189
Business, General	64
C	
Calendar	12
Campus	8
Campus and ACCEL Enrollment	47
Campus Ministry	16
Career Center	16
Catholic Studies	71
Certificate in Youth Ministry	165, 230
Change of Registration	43, 172
Chemistry	71
Children's Campus Child Care Center	17
Class Attendance	40
Class Load, Graduate	40, 170
Class Load, Undergraduate	40
Classification of Undergraduate Students . . .	39
CLEP College-Level Exam Program	38
Coffee House	16
College-Level Exam Program (CLEP)	38
Colleges of the University	45
Communication	74

Computer and Information Sciences	78	Master of	196
Computer Network Administration	78	Education in Special Education, Master of	200
Computer Science	78	Educational Leadership, Master of	196
Cooperative Education	17, 81	Elected Studies	99
Counseling Center	18	Elected Studies Degree, Bachelor of	99
Course Codes	280	Elementary Education Endorsement	88
Course Descriptions, Graduate	178	Employment, University	25
Course Descriptions, Undergraduate	52	Endowed Chairs	9
Course Numbers	40	Engineering	100
Course Fees	28	Engineering, Industrial	115
Courses, Cross Referenced	278	English	101
Courses for General		Enrolling in Campus and ACCEL Courses	47
Education Requirements	34	Expenses	27
Creative Arts, General Education Courses	36	Expenses, Graduate	27, 174
Credit Transfer Policies	37	Expenses, Special	28
Criminal Justice	81	Exceptions to Degree Requirements	34
Criminal Justice, Master of	193		
Criminal Justice in Juvenile Justice Education, Master of	194	F	
D		Faculty	265
Dean's List	42	Fees, Course	28
Degrees Offered	30, 170	Finance Major	65
Degree Requirements	30	Financial Aid	23
Degree Requirements, Exceptions	34	Food Service	17
Disability Services	18, 173	Forensic Psychology	149
Disability Services, Master of Education in	200	French	121
Dishonesty, Academic	44	First-Year Student Admission Requirements	20
Dismissal	43		
Doctor of Business Administration	244	G	
Doctor of Physical Therapy	245	GED Admission Requirements	21
E		General Business Major	64
Early Childhood Education Endorsement	87	General Education Policies	30
Early Enrollment, High School Student	21	General Education Requirements, Courses that Meet	34
Economics	64	General Science	105
Education	84	Geography	106
Education, Bachelor of	87	German	122
Education in Disability Services, Master of	200	Grading System, Graduate	171
Education in Educational Leadership,		Grading System, Undergraduate	40
		Graduate Class Load	40, 170
		Graduate Commencement Policy	174

Index

Graduate Course Descriptions	177
Graduate Programs, General Information	170
Graduation, Application for	39
Graduation Honors	39
Grants	24
Greek	123
Guest Student, Admission as	21

H

Health Care, Master of Business Administration in	189
Health, Physical Education and Sport Science	106
Health Services	18
Health Science Courses (MOT)	214
Health Sciences Programs	46
High School Student Early Enrollment	21
History	113
History of St. Ambrose University	7
Home School Student, Admission	21
Honors, Graduation	39
Humanities, General Education Courses	34

I

Industrial Engineering	115
Information Literacy	119
Information Technology Management, Master of Science in	231
Interdisciplinary Minors	46
International Accounting and Modern Languages Major	52
International Business Major	67
International Student Admission Requirements	22
International Studies, Languages and	120
Internships	17
Irish Studies	119

J

Journalism	74
Juvenile Justice Education, Master of Criminal Justice in	194

L

Lab Fees	28
Languages and International Studies	120
Latin	123
Learning Skills	125
Library	17
Literacy, Information	119
Loans	24

M

Major, Statement of	39
Management	67
Marketing	68
Marketing Communications, Public Relations and	74
Mass Communication	74
Master of Accounting	178
Business Administration	181
Business Administration in Health Care	189
Criminal Justice	193
Disability Services	200
Educational Leadership	196
Juvenile Justice Education	194
Information Technology Management	231
Occupational Therapy	209
Organizational Leadership	219
Pastoral Studies	225
Social Work	234
Special Education	200
Mathematics	126
MBA	181
Mentor Program	17
Middle School Endorsement	89

Minors, Interdisciplinary	46
Mission of St. Ambrose University	7
Music	128
Music Education Degree, Bachelor of	33, 128

N

Natural Science	132
Natural Sciences, General Ed Courses	34
New Student Seminar	17, 132
Non-Degree Student Admission	22
Non-Discrimination Policy	9
Nursing	133

O

Occupational Therapy, Master of	209
O’Keefe Library	17
Organizational Leadership, Master of	219

P

Pass/No Pass Option	42
Pastoral Studies, Master of	225
Peace and Justice	139
Performing Arts Series	17
Philosophy	139
Physical Education	106
Physical Therapy, Doctor of	245
Physics	142
Policy on Students Enrolling in Campus and ACCEL Courses	47
Political Science	144
Practitioner Preparation Program	84
Pre-Law Program and Certificate	46, 145
Prior Experiential Learning, Assessment of	38
Privacy Act	9
Probation, Academic	43
Psychology	147
Public Administration	145
Public Relations and Marketing Communication	74

R

Radio/TV	74
Recognition of St. Ambrose	6
Refunds	25, 29, 174
Registration, Change of	43, 172
Resident Students	29
Retaking a Course	42, 172
Retired Learners	29
Room and Board	27

S

Satisfactory Progress	43
Schatz Wildlife Art Scholarship	55
Scholarship Applicants	23
Scholarships	24
Science, General	105
Science, Natural	132
Second Bachelor’s Degree, Accelerating Progress Toward	38
Second-Grade Option	42
Secondary Education Endorsement	88
Seminary	48
Service Learning	153
Services for Students with Disabilities	18
Social Sciences, General Education Courses	36
Social Work, Master of	234
Sociology	153
Spanish	123
Special Education Endorsement	88
Special Education, Master of Education in	200
Special Expenses	28
Special Programs	46
Special Studies	157
Sports Management	106
St. Ambrose University Organization	45
Statement of Major	39
Student Government, Graduate	19, 174
Student Government, Undergraduate	19
Student Life and Support Services	16

Index

Student Services	18
Student Success Center	19
Student Teaching	87
Students with Disabilities, Services for	18
Study Abroad Programs	46

T

Teacher Education	84
Temporary Student, Admission as	21
Testing Services	20
Theatre	157
Theology	160
Transcripts	45
Transfer Student Admission	21
Transfer Credit Policy	37
Tuition, Graduate	27, 174
Tuition, Undergraduate	27
Tuition Refunds	25, 29, 174
Tutoring	20

U

Undergraduate Class Load	40
Undergraduate Program Descriptions	52
Undergraduate Grading System	40
Undergraduate Students, Classification of	39

W

Withdrawal from the University	43, 172
Women's Studies	167

Y

Youth Ministry, Certificate in	165, 230
--	----------