



St. Ambrose University

St. Ambrose University

1999-2001 Catalog

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S'Ambrose University

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General Information

Creating the Future at St. Ambrose

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 programs and a doctoral program in business administration.

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.

It is located in Davenport, Iowa, one of the Quad Cities which line the shores of an east-west stretch of the Mississippi River joining Eastern Iowa and Western Illinois. With a population of more than 100,000, Davenport is the largest municipality in a metropolitan area of 400,000.

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

The University's structure, which was effective July 1, 1987, consists of three separate colleges: the College of Arts and Sciences, the College of Business, and the College of Human Services.

About the Catalog

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

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

Recognition

St. Ambrose University is accredited at the undergraduate and graduate levels by the North Central Association of Colleges and Schools (since 1927), the Iowa Department of Public Instruction, American Occupational Therapy Association, Inc., Commission for the Accreditation of Physical Therapy Education, Association of Collegiate Business Schools and Programs, Accreditation Board for Engineering and Technology, and Candidate for Council on Social Work Education. It holds membership in the Association of Catholic Colleges and Universities, the American Council on Education, American Association of Colleges for Teacher Education, the Council of Independent Colleges, the Association for Continuing Higher Education, the Servicemembers Opportunity Colleges, and the National Association of Independent Colleges and Universities. 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, 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.

The University believes that you as an individual are capable of living in the fullest measure when you freely base your life on a system of values which acknowledges the reality of a loving God and the necessity of a life affirming moral code.

The University believes that in order for you to achieve the full measure of human potential, you will need help in developing a broad awareness of human cultures, achievements, capabilities and limitations, and in learning specific skills to use your talents in the service of other people and the world in which you live.

The University believes that freedom exercised in a responsible fashion is necessary for your full personal development and for the highest development of society.

The University believes, 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 for young men in 1882 by the first bishop of Davenport, The Most Reverend John McMullen, DD.

Classes were held in two rooms at the old St. Marguerite's School. The Reverend 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 St. 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" to more clearly reflect the emergent reality. 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 covers six blocks of residential area in north-central Davenport. The University has grown over the years from two school rooms to an institution with 12 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 J. Lewis, KSG, 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, on March 18, 1996. It provides study space for 400 students and houses a current collection of 150,000 volumes, with space for 100,000 additional volumes. There are more than 650 current periodical subscriptions, a media collection of audio and video cassettes, and a rare book and special collections room.

The library provides access to the Internet and more than 75 electronic databases.

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 for 530 persons, is adjacent to Hayes Hall, a combined residence, classroom, office and seminary facility.

Rohlman Hall is a men's residence accommodating 250 students. Cosgrove Hall is a women's residence hall for 224 students. The six-story building contains the Arnold Meyer Student Lounge, offices, a computer center, campus post office and a dining room with the capacity to serve 700 people.

The Townhouses, for juniors and seniors, and the newest Residence Hall, which opened in the fall of 1996, house a total of 220 students.

The Paul V. 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. Allaert 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 ACCEL Program. The Center provides meeting space for professional development programs offered by the University, and is available to community organizations for use as a conference facility.

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

ity 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 Reverend Monsignor 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 1999

- Aug. 18 Residence halls open for new freshmen. Orientation begins.
- Aug. 20 Finalize fall registration. Orientation.
- Aug. 23 Classes begin at 8 a.m.
- Aug. 27 Last day to verify schedules.
- Aug. 30 Last day to enroll for a new class.
- Sept. 6 Labor Day. No classes.
- Sept. 20 Last day to apply for December '99 graduation.
- Sept. 20 Last day to drop a course with no indication of registration on transcript.
- Oct. 8 Midterm break. No classes.
- Oct. 12 Mid-semester. Final date for completion of first half of the semester.
- Oct. 22 Last day to apply for Special Exam or turn in Portfolio.
- Oct. 29 Last day to complete requirements for changing "I" or "X" grades received during last semester of enrollment.
- Oct. 29 Last day to drop a course and receive a "W" grade instead of "WP" or "WF".
- Nov. 1 All Saints Day.
- Nov. 19 Last day to drop a class or withdraw from school.
- Nov. 19 Last day to submit results of prior experiential learning assessment.
- Nov. 24 Thanksgiving vacation begins.
- Nov. 29 Classes resume at 8 a.m.
- Dec. 7 Feast of St. Ambrose.
- Dec. 8 Feast of the Immaculate Conception.
- Dec. 4 Evaluations through Dec. 11.
- Dec. 11 Commencement Exercises 11 a.m. in PE Center.

Spring Semester 2000

- Jan. 19 Residence Halls open. Orientation begins.
- Jan. 21 Finalize Spring registration.
- Jan. 24 Classes begin at 8 a.m.
- Jan. 28 Last day to verify schedule.
- Jan. 31 Last day to enroll in a new class.
- Feb. 13 Last day to drop a course with no indication of registration on transcript.
- Feb. 25 Last day to apply for May 2000 graduation.
- Mar. 9 Mid-semester. Final date for completion of first half of semester.
- Mar. 13 Spring Recess through Mar. 19.
- Mar. 20 Classes resume at 8 a.m.
- Mar. 31 Last day to apply for Special Exam or turn in Portfolio.
- Mar. 31 Last day to complete requirements for changing "I" or "X" grades received during the last semester of enrollment.
- Mar. 31 Last day to drop a course and receive a "W" grade instead of "WP" or "WF".
- Apr. 20 Last day to drop a class or withdraw from school.
- Apr. 21 Good Friday and Easter Vigil. No classes.
- Apr. 28 Last day to submit results of prior experiential learning assessment.
- May 6 Evaluations through May 13.
- May 14 Commencement exercises 3 p.m. under the oaks.

Summer 2000

- May 22 Spring intersession through June 9.
- June 12 Regular Day and Evening Sessions through July 21.
- June 16 Last day to apply for Special Exam or turn in Portfolio.
- July 14 Last day to submit results of prior experiential learning assessment.

ACCEL Academic Calendar

Aug. 20 Session 9 five-week classes end.

Aug. 27 Session 8 eight-week classes end.

Fall Session 1999

Aug. 30 Session 1 begins.

Oct. 3 Session 1 five-week classes end.

Oct. 4 Session 2 five-week classes begin.

Oct. 24 Session 1 eight-week classes end.

Oct. 25 Session 2 eight-week classes begin.

Nov. 7 Session 2 five-week classes end.

Nov. 8 Session 3 five-week classes begin.

Nov. 22 Fall break for session 3 five-week
classes only.Dec. 19 Session 3 five-week classes end.
Session 2 eight-week classes end.

Spring Session 2000

Jan. 10 Session 4 begins.

Feb. 13 Session 4 five-week classes end.

Feb. 14 Session 5 five-week classes begin.

Mar. 5 Session 4 eight-week classes end.

Mar. 6 Session 5 eight-week classes begin.

Mar. 19 Session 5 five-week classes end.

Mar. 20 Session 6 five-week classes begin.

Apr. 16- Spring break for session 6 five-week
23 classes.

Apr. 30 Session 6 five-week classes end.

Apr. 30 Session 5 eight-week classes end.

Summer Session 2000

May 8 Session 7 begins.

June 11 Session 7 five-week classes end.

June 12 Session 8 five-week classes begin.

July 2 Session 7 eight-week classes end.

July 3 Session 8 eight-week classes begin.

July 16 Session 8 five-week classes end.

July 17 Session 9 five-week classes begin.

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 Center for Graduate and Continuing Education 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.

Academic Support Center/Tutorial Services

The Academic Support 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, supplemental instruction in selected courses, and drop-in writing tutorials at specified times. 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.

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, golf room, 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 Development Center

The Career Development Center offers part-time 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 resume referral and credential file maintenance. 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.

Clubs and Organizations

Organized groups and clubs on campus are available in almost every area of interest. Included are organizations in athletics, fine arts, professional groups, honor societies, service organizations, and fellowship.

Students also participate in student print and electronic media projects such as *The Buzz*, a biweekly student newspaper; KALA-FM, the University's radio station; and TV-11, the University's cable television channel.

Counseling

Services are available from the Counseling Center, located in the Gray House, to help students identify concerns, make educational decisions, solve personal problems, adjust to college, improve personal relationships and set goals. All students are encouraged to use this service.

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 the Ambrose Hall student union.

Galvin Fine Arts Center Performing Arts Series

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

Internships and Cooperative Education

Students can obtain professional job experience and earn a salary while receiving academic credit through the Cooperative Education Program. Co-op jobs are available in many different fields, and students are placed in off-campus positions according to their academic majors, areas of interest and career goals. Internships (usually unpaid work experience) also are available in many majors. The Cooperative Education Program and the Internship Program are prepared to serve practically all full-time and part-time students.

General Information

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 be successful. 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

The state-of-the-art O'Keefe Library opened March 18, 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. There are more than 650 current periodical subscriptions, a media collection of audio and video cassettes, and a rare book and special collections room.

The collection is accessed through an automated catalog that also references holdings of 27 local libraries. There is remote and local access to the Internet and more than 75 electronic databases, eight of which provide full-text articles from more than 2500 journals and newspapers.

On-going programs designed to promote student research and learning include electronic reserve readings, online interlibrary loan requests and laptop computer checkout.

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. A learning disabilities specialist and graduate assistants 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 the opportunities provided by the University.

Student Government

The Campus Activities Board (CAB) is the student group that provides cultural, educational and social events for the campus community. It is composed of 11 executive council chairs and subcommittee members. It strives for the highest quality and variety in all events, responds to students' needs and concerns as they relate to programming, and schedules events in consideration of other University activities.

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.

All registered graduate students are eligible to serve in the Graduate Student Government Association (GSGA). 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 Services Division

The staff of Student Services is available to assist in the enhancement of the personal development of all students at St. Ambrose. 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.

Students are subject to the regulations and guidelines as stated in official University literature available in the Student Services Office. The University reserves the right to enforce the withdrawal of or suspend a student who violates the University's standard of conduct, or whose academic standing is unsatisfactory in the University's judgment.

Testing Services

The University offers the American College Testing (ACT) Program (April only); the College Level Examination Program (CLEP), a placement testing program; and the Graduate Management Admission Test (GMAT). All new full-time students are required to take placement tests in reading, writing, and math (certain exceptions apply for transfer students). 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 Academic Support Center).

Admissions

Undergraduate Admission Requirements

Admission as a Freshman

A. Full Admission

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

1. Have a cumulative grade point average of 2.5 or above (on a 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. Graduate in the upper half of their senior class.

B. Provisional Admission

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

C. Petition Process

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

D. Health History

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

E. Placement Tests

All undergraduate students are required to take placement tests in reading, writing and mathematics.

Admission as a Transfer

A. Full Admission

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

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

B. 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 a year of high school foreign language to waive 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 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 with the following exemptions.

Reading Test: required unless 30 earned credits and 2.50 transfer GPA.

Writing Test: required unless a grade of C or better is transferred for a course equivalent to ENGL 101.

Math Test: required unless a grade of C or better is transferred for course equivalent to MATH 110 or 121 or higher.

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 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 SAT or ACT scores.

Early Enrollment of High School Students

St. Ambrose allows eligible high school seniors and selected juniors the opportunity to earn college 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 admissions policies of St. Ambrose University and to the regulations of the Immigration and Naturalization Service of the United States Department of Justice.

Students from foreign countries who desire admission should have completed the form of secondary education making them eligible to seek admission to college studies (or equivalent) in their own country. International students must be able to read and write English, understand spoken English, and speak English in such a way as to be understood.

Before St. Ambrose will issue a letter of acceptance or Form I-320 required by the United States Government, the applicant must take the Test of English as a Foreign language (TOEFL) and have the results sent to the Admissions Office. A minimum score of 500 is required at the undergraduate level and 550 at the graduate level.

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. For students who have no prior college work, have an official transcript of all high school work sent directly to the Office of Admissions.
- C. For students who have attended another college or university, 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 to the Health Services a properly completed health form including health history, a physical examination by a physician, and immunization history. 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, university employment, grants and work-study programs from the Financial Aid Office.

The application for financial aid is attached to the application for admission. To be considered for financial aid, students must also complete a Free Application for Federal Student Aid and send it for processing. This form is used to apply for need and no-need funds.

For Iowa residents, this information should also be released to the Iowa College Student Aid Commission and should reach the processor prior to June 1. Only students who submit this form on time are considered for State of Iowa scholarship and/or Iowa Tuition Grant money.

The priority deadline for financial aid is on or before March 15 of the year in which a student wishes to enter the fall semester. All students (freshmen and returning) must have a complete financial aid file and an award letter no later than September 1 in order to receive institutional grants or jobs.

Although federal and state grants and/or loans could be available after this date, no St. Ambrose funds or jobs will be awarded.

Need must be established by completing the financial aid form for all federal and state funds such as loans, grants and work-study programs. The financial aid form must also be filed for all University funds such as (but not limited to) academic scholarships, athletic scholarships, and work programs. This form must be completed each year for possible renewal of funds. The financial aid form is available in high school guidance offices or in the St. Ambrose Financial Aid Office.

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 students receiving financial aid (federal, state, and/or institutional money) refunds, due to change in enrollment status (fulltime or parttime), may vary due to the type of aid awarded.

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 on the Statement 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.

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, and leadership ability.

Once a student is awarded an academic scholarship, it will continue under the following conditions: the student must meet Satisfactory Progress Requirements, enroll continuously, and maintain a minimum 3.25 cumulative grade point average. 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). Students must apply for all other types of financial assistance including the completion of a needs analysis form.

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 without demonstrated need may receive an academic scholarship. The gift aid, however, will be limited to the amount of the scholarship.

Loans

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

William D. Ford Direct Loans

Most students who are at least half time and eligible for financial aid may take out a William D. Ford Subsidized or Unsubsidized Direct Loan. Since St. Ambrose is a direct-lending institution, the printed promissory note will be sent directly to the student to complete and return to the University.

The William D. Ford Plus Loans are long-term loans made available to parents 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. Loan notes are originated and 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, funds are received by the University, normally in less than two weeks.

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.

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 Center for Graduate and Continuing Education.

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 for which they 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 need and 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 Development Center.

Expenses

The following expenses are for the 1999–2000 academic year. Costs for the 2000–2001 academic year will be made available. Tuition, fees, room and board are charged on a semester basis. Payment of the charges, or financial arrangements for payment, is necessary before students attend class. Monthly payments may be made with Visa or MasterCard, or by making arrangements with the University Business Office.

Tuition charges are standardized, and students will have no additional fees except those listed under special expenses.

Tuition

Undergraduate

Part-time:

1–11 semester credits,
per semester credit \$ 415

Full-time:

12–18 semester credits,
per semester \$ 6675

Other:

19 or more semester credits,
per semester credit \$ 415

Master's Degrees

Per semester credit \$ 415

Doctor of Business Administration

Per semester credit \$ 465

Board

These rates are for 1999–2000. Rates for 2000–01 will change in proportion to changing costs.

One of five optional meal plans is required of all resident students:

- Unlimited meals \$1440 per semester
- 19 meals a week \$1370 per semester
- 14 meals a week \$1315 per semester
- 10 meals a week \$1220 per semester
- 7 meals a week \$1120 per semester

Room

These rates are for 1999–2000. Rates for 2000–01 will change in proportion to changing costs.

Cosgrove, Davis, Hayes, and Rohlman Halls

General double,
 each student, per semester \$ 1135
 General single, per semester \$ 1660

Townhouses, New Residence Hall, Houses

General double,
 each student, per semester \$ 1450
 Room assignments are subject to contractual

arrangements through the Student Services Office. The University 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 \$ 100

Special Expenses

Matriculation Registration Fee \$ 75
 (Payable only once at the time of the first registration.)
 Application Fee \$ 25
 (Accompanies the admission application when it is returned to the Admissions Office. The fee will not be applied toward tuition, and it will not be refunded.)

Tuition Deposit \$ 100
 (Non-refundable tuition deposit is required after admission to the University.)

Assessment of prior experiential learning through individually designed learning
 Fee per credit requested Varies

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

High School Learner Fee \$ 250
 Per class (limit 2 per semester)

College-Level Examination
 Program (CLEP) Test \$ 54
 Each credit awarded \$ 20

MBA Competency Examination Fee \$ 100

MPT Admission Fees
 Acceptance Fee \$ 200
 Alternate List Fee
 (rolled over to Acceptance Fee) \$ 50

Special Examination Fee
 For each examination taken \$ 60
 For each credit awarded \$ 30

Late Registration Fee \$ 15

Late Payment Fees Varies

Graduation Fee \$ 35

Motor Vehicle Registration, Per Year
 All students \$ 40

Course Lab Fees
(Per Semester Per Course)

Department and Course	Fee
Accounting 312	\$ 25

Art 206, 207, 208, 306, 400, 401, 402	\$ 10
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233, 234, 320, 430, 431	\$ 15
220, 303, 304, 305	\$ 30

Astronomy 201	\$ 30
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Biology 109, 101, 103, 104, 202, 204, 211, 221, 231, 241, 301, 302, 303, 304, 307, 314	\$ 30
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General Information

323 (fee may be assessed depending on subject)	Varies	154, 155, 157, 158, 160, 165	Vary
330	\$ 50	308	\$ 15
500	\$ 115	Physics 160, 201, 203, 204, 251, 253, 254, 306, 325, 326, 329	\$ 30
Business Administration 205, 305	\$ 25	Psychology 403	\$ 15
Communication 225	\$ 25	406	\$ 30
Computer Science, all courses	\$ 25	Social Sciences 213 (also Political Science, Sociology)	\$ 25
Chemistry 101, 102, 103, 105, 106, 209, 210, 301, 303, 311, 313, 314, 319, 321, 333, 428, 429	\$ 30		
Early Childhood Education			
440, 441, 442	\$ 40		
Economics 205, 305	\$ 25		
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	\$ 360		
Master of Education 700	\$ 40		
Master of Occupational Therapy 313, 314, 323, 326, 327, 443, 444, 452, 456, 511	\$ 30		
325, 441, 442, 451, 453, 460	\$ 50		
Master of Physical Therapy			
BIOL 500	\$ 115		
PSYC 540	\$ 25		
MPT 530, 560, 620, 630, 720	\$ 75		
Mathematics, computer-assisted sections of 100, 121, 191, 192, 171, 280, 290, 320	\$ 25		
Music 235, 236, 237, 238, 239, 240	\$ 20		
Private instruction for registered students in voice, piano, organ, orchestral and band instruments.			
One-half hour lesson per week	\$ 110		
And subsequent one-half hour private instruction lessons in a second instrument or voice during the same semester	\$ 80		
Natural Science 105, 202	\$ 30		
Physical Education 149, 151, 152, 153,			

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 and the Business 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 \$100 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 Office of Continuing Education.

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.

Academic Information

Degrees

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

Bachelor of Applied Management Technology

Bachelor of Arts

Bachelor of Arts in Special Studies

Bachelor of Business Administration

Bachelor of Elected Studies

Bachelor of Music Education

Bachelor of Science

Bachelor of Science in Industrial Engineering

Master of Accounting

Master of Business Administration

Master of Business Administration in Health Care

Master of Criminal Justice

Master of Education in Post-Secondary Disabilities Services

Master of Education in Juvenile Justice Education

Master of Education in Special Education

Master of Occupational Therapy

Master of Pastoral Studies

Master of Physical Therapy

Master of Social Work

Doctor of Business Administration

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 100, ENGL 100, and LS 090 and 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 four through ten listed below.
3. Demonstrate mastery in four areas of basic college-level skills, including English Composition, Mathematics, Public Speaking, and Library Skills, as outlined below.

Proficiency in English Composition 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.”

Proficiency in Mathematics may be demonstrated:

- by passing MATH 110 (Math for Liberal Arts) or MATH 121 (Intermediate Algebra) with a grade of *C* or above.
- by passing a Mathematics course above the level of MATH 121.
- by earning three semester credits in Mathematics through the College Level Examination Program (CLEP) test in Mathematics.

■ by earning a score of 16+ on the Descriptive Test of Mathematical Skills (DTMS) Intermediate Algebra Test, or 17+ on the DTMS Functions and Graph Test.

Proficiency in Public Speaking may be achieved by fulfilling specific requirements at St. Ambrose University, requesting experiential credit in public speaking, or prior university or college speech courses that included public speaking as a major component of course content.

Fulfilling Specific Requirements at St. Ambrose:

■ The student may complete the following courses with a grade of *C* or better: COMM 101, 203, 328, 329.

Experiential Credit for Public Speaking:

To receive experiential credit for COMM 101, the student must present to the Communication Department at least one full semester before graduation, all of the following:

- The student must present evidence of at least four public speaking experiences.
 - a. The speeches must have been delivered to different audiences of at least 10 members each.
 - b. At least two of the four speeches must have been at least eight minutes in length.
 - c. At least two of the four speeches must have included the use of visual aids (handouts, overheads, charts).
 - d. The speeches may be either informative or persuasive in purpose. Informative speeches involve the presentation of information to an audience or the demonstration of some activity. Persuasive speeches may include sales or motivational speaking. (*Briefings are defined as the presentation of information to an audience familiar with the content and alone are not eligible for experiential credit.*)

- To receive experiential credit in public speaking, the student must present proof of prior speaking experiences. Such proof consists of at least two of the following:*
 - a. Public relations material advertising the speeches, including, but not limited to, flyers, brochures, announcements, etc.
 - b. Letters from audience members or sponsoring groups acknowledging the presentations.
 - c. Two sample outlines that illustrate the purpose of speeches given and the detailed structure of the speeches.
 - d. Sample visual aids from at least one of the speeches.
- *Students with prior public speaking experience, but not meeting criteria for experiential credit, are advised to take upper-level courses which will fulfill the proficiency requirement.
4. All new students are required during their first year to demonstrate **Library Proficiency** by completing a workbook prepared by the information services/reference librarians.

The text of the requirement is as follows:

- All new students entering St. Ambrose for the first time in the fall of 1985 or thereafter will be required to pass a library skills test before registering for the 31st credit hour.
 - Transfer students or adult learners who will begin their work at St. Ambrose in the fall of 1985 or thereafter and who are seeking a degree from St. Ambrose will be required to pass a library skills test upon completion of 12 semester credits. **Note:** Transfer students with a Bachelor of Arts or Bachelor of Science are exempt from the Library Requirement.
5. Complete six semester credits of approved courses in the **Fine Arts**. Courses are to be selected from at least two of the following departments: Art, Music, Theatre.

All approved courses are noted in this section of the catalog and in the semester course schedules made available by the Office of Records and Registration.
 6. Complete six semester credits of approved courses

in **Foreign Languages and Literature**, not including ENGL 101 (Written Communication). One of the courses must be in Literature. Courses are to be selected from the following departments:

- Language and International Studies
- English: The requirement of a literature course may be fulfilled by a literature course taken in the English Department or by one taken in the Language and International Studies Department (either in the original language or in translation). Students should take three semester credits in a foreign language unless they have completed one unit of a language in high school or have transferred a completed Associate in Arts or Associate in Science Degree.

Persons exempt from the language requirement still need to complete six semester credits in the division.

7. Complete six semester credits of approved courses in the **Natural Sciences**. Courses are to be selected from at least two of the following course designations: Astronomy, Biology, Chemistry, Natural Science, Physics.
8. Complete twelve semester credits of approved courses in **Philosophy and Theology**. Three hours of Theology from: THEO 101, 201, 202, 215, 219, 240, or 250; three hours of Philosophy from: PHIL 101, 201, 207, 208, 210, 217; and six hours of Philosophy or Theology from approved courses or from courses marked with a "+" in the Philosophy or Theology course description areas.
9. Complete nine semester credits of approved courses in the **Social Sciences**. Courses are to be selected from at least two of the following departments, one of which must be history: History, Geography, Political Science, Psychology, Sociology, Economics, Criminal Justice.

Students majoring in Accounting, Economics or Business Administration may not use Economics to fulfill their Social Science distribution requirement. All approved courses are noted in this section of the catalog and in the semester course schedules made available by the Records and Registration Office.

10. Complete the **Physical Education** course PE 149 (Wellness Concepts) and one activity course for a total of two semester credits. No more than six semester credits in physical education (which can include only 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 receiving the coaching endorsement.

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

- Students should 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 need 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.

- Students entering St. Ambrose during or after fall 1991 must satisfy the Writing Intensive (WI) Requirement as stated below. Students who have not passed the Junior Level Writing Exam by June 1994 fall under the new Writing Intensive Requirement. Courses from accredited two- or four-year institutions designated writing intensive on transcript or in catalog description will transfer to St. Ambrose. However, junior college courses cannot be used to meet the WI requirement for a 300- or 400- level course. Appeals can be prepared with the major department and forwarded to the Board of Studies.

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.)

- St. Ambrose University evaluates the achievement of its students with a variety of assessment instruments, and seniors are required to participate in this process as a graduation requirement.

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

- For transfer students, the last 60 semester credits are to be earned at an accredited four-year college, university or equivalent institution, or 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: 43 credits in chemistry; 44 credits in art; 54 credits in communication, economics and business administration, elementary education, languages and theatre; 55 credits in physical education; and 60 credits in computer science and mathematics.)

Note on requirements for the following eight undergraduate degrees: The Library Skills Test and the Writing Intensive Requirement described in requirements 4 and 11 of the preceding Bachelor of Arts degree section also are required for the Bachelor of Arts in Special Studies, Bachelor of Science, Bachelor of Music Education, Bachelor of Science in Industrial Engineering, Bachelor of Business Administration, Bachelor of Elective Studies, and Bachelor of Applied Management Technology.

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

Bachelor of Arts in Special Studies Degree Requirements

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

Registered nurses who have completed an Associate Degree in Nursing or a two-year hospital nursing program may receive 60 semester credit hours and need only take 20 courses to obtain the Bachelor of Arts in Special Studies. 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 90 hours of credit and need only complete 10 courses for the 120 hours required for the Bachelor of Arts in Special Studies.

Allied health professionals (licensed practical nurse, respiratory therapist, radiologic technician, surgical technician or operating room technician) may be able to pursue the Bachelor of Arts in Special Studies. 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 Bachelor of Arts in Special Studies.

Academic Areas

Courses taken for this program must be distributed in the following three academic areas:

Area I: Business and Professional Skills

Business Administration (except Economics)

Accounting

Mathematics, Computer Science and Computer

Information Systems

Education and Physical Education

Natural Sciences

Area II: Social Awareness Skills

Psychology

Sociology

History

Political Science

Economics

Criminal Justice

Area III: Humanities

Art, Music, Communication, Speech and Theater

Languages and Literature (ENGL 101 must be included)

Philosophy and Theology

Requirements

1. Three-year diploma graduates who are awarded 90 hours are required to complete 30 credit hours, including 12 credit hours in any one area and nine credit hours in each of the two remaining areas.
2. Two-year diploma graduates and graduates who are awarded 60 credit hours are required to complete 60 credit hours, including 24 credit hours in any one area and 18 credit hours in each of the two remaining areas.
3. In cases in which students have 60 credits for their two-year nursing programs and additional credits from other sources, a case by case review will determine the required distribution. In general, the same proportional spread of courses within the three areas will be made.
4. Students must have a cumulative grade-point average of at least 2.0 for all semester credits earned at St. Ambrose University.

The Bachelor of Applied Management Technology Degree Requirements

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

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

Admission

Students are eligible for admission to the Bachelor of Applied Management Technology degree program who hold an AAS degree from an institution accredited by the North Central Association of Colleges and Schools (or the comparable association from another region) with a 2.0 grade-point average or above on a 4.0 scale.

The Admissions Committee reserves the right to assign students probationary admissions status.

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 faculty coordinator using existing courses within the following guidelines:

1. Add developmental courses if required by placement test results.
2. Add prerequisite courses if necessary.
3. Most AAS degree curricula include courses which are equivalent to courses in the required course list. In such cases, these specific courses will not be taken at St. Ambrose University. The credit hours associated with such courses will be used to schedule incomplete general education requirements. For example, the student may elect from literature or language, three credits; natural sciences, two credits; social sciences, three credits; physical education, two credits; (total 10 credits).
4. Total semester credits will not be less than 133 unless all 46 general education credits have been met. In no case will total credits be less than 120.

Degree Requirements

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

1. At the time of admission, complete the following placement tests and take any development courses indicated by the test results:
Nelson-Denny Reading Test
Writing Sample Test
Descriptive Test of Mathematical Skills. (Not required if a course equivalent to MATH 121 is transferred.)

2. Prior to completion of 12 semester hours at St. Ambrose University, take the Library Skills Test.
3. Complete two writing intensive courses, one of which must be in the major department at the 300 level.
4. Complete the designated requirements as described in the above curriculum plan.
5. St. Ambrose University evaluates the achievement of their students with a variety of assessment instruments. Seniors are required to participate in this process as a graduation requirement.
6. Earn a cumulative grade-point average of at least 2.0 on a 4.0 scale in all semester credits attempted at St. Ambrose University, and in all semester credits represented by all required courses and electives.

The ACCEL Program

The ACCEL Program (Adult College Curriculum for Education and Leadership) offers students the opportunity to earn one of the following degrees:

- Bachelor of Arts with a major in
Communications and Computer Network
Administration (CCNA)
- Bachelor of Business Administration
- Bachelor of Applied Management
Technology*
- Bachelor of Elected Studies*

*Please refer to the description of these degrees in this section.

ACCEL is open to mature, adult students who have at least three years of work experience. An Associate of Applied Science (AAS) degree is required for admission to the Bachelor of Applied Management Technology degree program. Admission to the other programs requires a minimum of 24 semester hours of college credits. 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 at off-campus locations 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 meeting so they are prepared to participate in meaningful discussion and relevant 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, 319/441-9500.
- Submit the free application for admission.
- Request transcripts from high school and from other colleges or universities attended.
- Prior to admission to ACCEL, students may need to complete standard University 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, and they can register for courses.

Please contact the ACCEL Office for tuition information.

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

Phone: 319/441-9500 or 1-888/222-3578 (toll-free);
fax: 319/441-9470; email: accel@sau.edu

Bachelor of Elected Studies Degree Requirements

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

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

Degree Requirements

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

1. Complete at least 120 semester credits or a combination of 120 semester and equivalency credits.
2. Earn at least 39 semester and/or equivalency credits in courses coded at the 300 and 400 level, or in company studies considered to be upper division or upper level.
3. Complete 45 semester and/or equivalency credits oriented toward personal interests, needs and goals.
4. Complete two writing intensive (WI) courses.
5. Earn at least 41 semester credits outside the area of greatest concentration with the following distribution: six credits of art, music, theatre; three credits of history; six credits of languages and literature (must include ENGL 101 or equivalent); six credits of natural science; nine credits of philosophy, theology (must include at least three theology credits); three credits of social science; two credits of physical education.*

Proficiency in mathematics may be demonstrated: by passing MATH 110 (Math for Liberal Arts) or MATH 121 (Intermediate Algebra) with a grade of C or above; **or** by passing a mathematics course above the level of MATH 121; **or** by earning three credits in mathematics through CLEP testing in mathematics; **or**

by earning a score of 16+ on the Descriptive Test of Mathematical Skills (DTMS) Intermediate Algebra Test, or 17+ on the DTMS Functions and Graph Test.

Proficiency in public speaking may be achieved by fulfilling specific requirements at St. Ambrose, requesting experiential credit in public speaking, or with prior university or college speech courses that included public speaking as a major component of course content.

6. Submit a degree plan along with an essay stating the goals and purposes in pursuing the courses included in the degree plan to the Bachelor of Elected Studies 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.

*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 by fulfilling requirements for that major.

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 1999–2001 Catalog

Art Department

ART 100*	Drawing Introduction	3
ART 150*	Survey of Art Studio	2
ART 200	Calligraphy	3
ART 201	Studio Fundamentals: Painting	3
ART 220	Introduction to Prints I	3
ART 233	Photography I	3
ART 250*	Art Through the Ages I	3
ART 251*	Art Through the Ages II	3
ART 305	Ceramics	3
ART 350*	American Art	3
ART 351*	Art of the Modern World	3
ART 352*	Beyond the Western World	3
ART 353*	Classical Heritage	3
ART 354*	Christian Heritage in Art	3

*Industrial Engineering majors may choose from these courses

Biology Department

BIOL 101	Principles of Human Biology	4
BIOL 103	General Biology I	4
BIOL 106	Human Genetics	3
BIOL 107	Plants and Civilization	3
BIOL 109	Environmental Science	4
BIOL 110	Natural History for Poets	3

Business and Economics Department

ECON 101	Economics Survey	3
ECON 201	Principles of Macro-Economics	3
ECON 202	Principles of Micro-Economics	3

(These courses may not be used by business administration, accounting or economics majors to fulfill general education requirements.)

Catholic Studies

CATH 201	Introduction to Catholic Studies	3
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Chemistry Department

CHEM 101	Chemistry and Society	4
CHEM 102	History of Chemistry	3
CHEM 103	Principles of Chemistry	4
CHEM 105	General Chemistry I	4

Communication Department

COMM 101	Principles of Public Speaking	2
COMM 203	Interpersonal Communication	2
COMM 328	Argumentation and Debate	3
COMM 329	Business and Professional Speaking	3

Criminal Justice Department

CRJU 101	Introduction to Criminal Justice	3
CRJU 316	Crime and Delinquency**	3

**Effective Summer 1992 and not retroactive

English Department

ENGL 120	Literary Topics	3
ENGL 201	British Literature I	3
ENGL 202	British Literature II	3
ENGL 210	American literature I	3
ENGL 211	American Literature II	3
ENGL 220	African American Literature	3
ENGL 221	Literature in English Outside the U.K. and U.S.	3
ENGL 222	Women's Literature	3
ENGL 223	Ethnic American Literature	3
ENGL 303	Shakespeare	3
ENGL 304	Renaissance Literature	3
ENGL 307	Romanticism	3
ENGL 309	Victorian Literature	3
ENGL 310	Nineteenth-Century Fiction	3
ENGL 341	American Poetry	3
ENGL 343	American Realism and Naturalism	3
ENGL 344	Modernism	3
ENGL 345	Twentieth-Century Fiction	3
ENGL 346	Contemporary Fiction	3
ENGL 360	Advanced Topics	3

Language and International Studies Department

101, 102	First Year Languages	4
201	French, German, Spanish	3
202	French, German, Spanish	3
301	French, German, Spanish	3
302	French, German, Spanish	3
SPAN 303	Selected Works in Spanish Literature	3
SPAN 304	Selected Works in Spanish Literature	3

General Information

SPAN 305	Selected Readings from Latin American Literature	3	HIST 307	History of Christianity: Early and Medieval	3
SPAN 306	Selected Readings from Latin American Literature	3	HIST 308	History of Christianity: Reformation and Modern	3
IS 101	Intercultural Understanding	3	HIST 310	Greece and Rome	3
IS 103	Foreign Cultural Experience	4	HIST 315	Advanced Topics in History	3
IS 201	Selected Works of French Literature in Translation	3	HIST 317	The Middle Ages: 300 to 1300	3
IS 204	Selected Works of Hispanic Literature in Translation	3	HIST 319	The Renaissance and the Reformation	3
IS 210	Selected Topics in Culture and Civilization	3	HIST 336	Europe 1648–1815	3
			HIST 337	Europe 1815–1918	3
			HIST 338	Twentieth Century World	3
			HIST 366	Minorities in America	3
Geography Department			Mathematics Department		
GEOG 201	Physical Geography	3	MATH 110	Math for the Liberal Arts	3
GEOG 205	Human Geography	3	MATH 121	Intermediate Algebra	3
Health, Physical Education and Sport Science			Music Department		
PED 149	Wellness Concepts	1	MUS 101	Basic Musicianship	2
	Lifetime Activity Courses		MUS 102	Guitar Class	1
	PED 100, 101, 120–199, 201–205, 208	1	MUS 103	Applied Music	1
PED 200	Lifetime Activity Course	2	MUS 110	Music Orientation	2
PED 211	Beginning Modern Dance	2	MUS 111	Choir	1
PED 212	Beginning Jazz Dance	2	MUS 112	Miriam Singers	1
PED 214	Aerobic Dance	2	MUS 113	Stamvoja	1
PED 301	Square, Folk and Social Dance	2	MUS 115	Music in Culture	2
PED 362	Varsity Athletics (maximum of 4 credits allowed toward 120 degree credits)	1	MUS 117	Band	1
PED 400	Water Safety	2	MUS 118	Jazz Band	1
			MUS 120	Jazz Appreciation	2
			MUS 121–127	Ensemble	1
History Department			MUS 303	Advanced Applied Music	1
HIST 101	World Civilization to 1500	3	MUS 310	Music in Liturgy	3
HIST 102	World Civilization Since 1300	3	Non-majors may use any combination of applied or performance classes in music totaling four semester credits (but no more than three credits of either type) to apply to general education requirements.		
HIST 111	U.S. History to 1865	3	Philosophy Department		
HIST 112	U.S. History Since 1865	3	PHIL 101	Introduction to Philosophy	3
HIST 115	Topics in History	3	PHIL 201	Logic	3
HIST 220	Modern East Asia	3	PHIL 207	Ethics	3
HIST 225	The Modern Middle East	3	PHIL 208	Philosophies of Life	3
HIST 230	Modern Latin America	3	PHIL 210	Social and Political Philosophy	3
HIST 235	Modern Africa	3	PHIL 217	History of Ancient Philosophy	3
HIST 240	History of Sport and Recreation	3	PHIL 302	Peace and Justice Seminar	3
HIST 245	Catholicism in America	3			
HIST 260	History of Iowa	3			

PHIL 305	Business Ethics	3	SOC 204	Social Problems	3
PHIL 310	Bio-Medical Ethics	3	SOC 310	The Family	3
PHIL 311	Environmental Ethics	3	SOC 313	Social Psychology	3
PHIL 342	Ethics of Sexuality	3	SOC 320	Deviant Behavior	3
PHIL 343	Ethics of Peace and Nonviolence	3	SOC 325	Social Movements	3
PHIL 360	History of Medieval and Renaissance Philosophy	3	SOC 340	Social Organizations	3
PHIL 365	History of 16th–18th Century Philosophy	3	SOC 341	Social Class in American Society	3
PHIL 367	History of 19th and 20th Century Philosophy	3	SOC 345	Medical Sociology	3
PHIL 370	History of American Philosophy	3	SOC 366	Sociology of Minority Groups	3
PHIL 375	Existentialism	3	Theatre Department		
PHIL 390	Special Topics in Philosophy	3	THTR 202	Survey of Theatre	3
Physics, Engineering and Astronomy Department			THTR 205	Beginning Acting	3
ASTR 201	Astronomy	3	THTR 210	Survey of American Film	3
NSCI 105	Introduction to Physical Science	4	THTR 304	Theatre History I	3
NSCI 201	Astronomy	3	THTR 305	Theatre History II	3
NSCI 202	Earth Science	3	THTR 307	Advanced Acting	3
NSCI 205	Physical Geography	3	THTR 316	Survey of Current Dramatic Literature	3
PHYS 110	Physics of Sound and Light	3	THTR 321	Topics in Theatre	3
PHYS 160	Basic Electricity and Electronics	3	Theology Department		
PHYS 201	Principle of Physics	4	THEO 101	Introduction to Theology	3
PHYS 203	College Physics	4	THEO 201	Introduction to the Old Testament	3
PHYS 251	General Physics I	4	THEO 202	Introduction to the New Testament	3
Political Science Department			THEO 215	Introduction to the Sacraments	3
PSCI 101	Government of the U.S. I	3	THEO 219	Introduction to Moral Issues	3
PSCI 102	Government of the U.S. II	3	THEO 240	Introduction to Black Theology	3
PSCI 103	Politics in Film	3	THEO 245	Catholicism in America	3
PSCI 304	Civil Liberties and the Constitution	3	THEO 250	Introduction to Comparative Religions	3
PSCI 309	International Politics	3	THEO 300	Contemporary Theological Issues	3
PSCI 313	Foreign Policy of the U.S.	3	THEO 301	Jesus Christ: His Person and Mission	3
Psychology Department			THEO 302	Interdisciplinary Seminar in Peace and Justice	3
PSYC 105	Introductory Psychology	3	THEO 307	History of Christianity: Early and Medieval	3
PSYC 201	Personal Adjustment	3	THEO 308	History of Christianity: Reformation and Modern	3
PSYC 203	Psychology of Gender	3	THEO 309	Prayer, Spiritual Life and Liturgy	3
PSYC 304	Child and Adolescent Psychology	3	THEO 310	Music in Liturgy	3
PSYC 305	Life-Span Developmental Psychology	3	THEO 311	Environmental Ethics	3
PSYC 324	Abnormal Psychology	3	THEO 315	The Church: Its Meaning and Mission	3
Sociology Department					
SOC 101	Introduction to Sociology	3			

General Information

THEO 317	The Problems of Faith, Theological Anthropology	3
THEO 340	Women in Theology	3
THEO 350	The Protestant Perspective	3
THEO 354	The Jewish Perspective	3
THEO 365	Theology of Marriage	3
THEO 404	The Catholic Perspective	3
THEO 409	Christian Mystical Tradition	3

Women's Studies

WMST 201	Women's Studies: A Cross Cultural Introduction	3
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Policies on Credit by Transfer and Other Means
Students who have already completed some post-secondary studies elsewhere may transfer credits to St. Ambrose University according to the following policies.

As many as 60 semester credits earned at a junior or community college may be accepted in transfer if the credits were attached to college-level courses taken at a regionally accredited institution and are generally recognized as transferable by members of the American Association of Collegiate Registrars and Admissions Officers. Credits for which a grade of 1.0–1.99 on a 4.0 system was earned may be transferred provided a person has, at the time of transfer, a cumulative grade-point average of at least 2.0 on the 4.0 system at the institution at which any 1.0–1.99 grades were earned. Transfer credits to be applied toward general education requirements must have been completed with a 2.0 or above grade.

If students graduate from a two-year college with a 2.0 grade average, their Associate in Arts Degree or Associate in Science Degree will be accepted at St. Ambrose University as fulfilling 60 semester credits of baccalaureate requirements. Students will be given junior status.

Acceptance of any credits earned at a junior or community college after earning a total of 60 semester credits at senior colleges and universities, or at a combination of senior colleges and universities plus junior and/or community colleges, is subject to the approval of the St. Ambrose University Board of Studies. The

guiding principle in such cases is that the last 60 semester credits of college work are to be earned at four-year colleges or universities. (This does not apply to the Associate of Applied Science Degree unless a student has applied for the Bachelor of Applied Management Technology Degree.)

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

Credits from some non-accredited colleges are 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 Arts in 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 Institute (USAFI) are transferable and applicable to a bachelor's degree at St. Ambrose University.

Accelerating Progress Toward a 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 in the College-Level Examination Program (CLEP) of the College Entrance Examination 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 Entrance Examination 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 Office of Continuing Education. 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 ordinarily are 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 Office of Continuing Education.

Special Programs

Health Services Programs

St. Ambrose offers directed preparation for programs in medicine, osteopathic medicine, dentistry, medical technology and veterinary medicine. For information contact the chair of the Biology Department, chair of the Chemistry Department or the dean 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.

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.

Pre-Law Program and Certificate

There are a number of courses about law at St. Ambrose to help students decide whether to seek a 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.

Other Programs

Concentrations

Business Administration: Government Procurement

Chemistry: Pre-Medical

Physical Education: Athletic Coaching

Sociology: General Human Services and Social Work,

Human Services and Social Work with the Elderly,

Human Services and Social Work with Young

People, Substance Abuse Counseling

Theology: Youth Ministries

Certificates

Interdisciplinary: Catholic Studies, Peace and Justice,

Women's Studies

Political Science: Pre-Law

Classification of Undergraduate Students

Freshman:	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, students are encouraged to indicate a specific area of academic interest. The concentration in an academic subject is the students' 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 as to the procedures they should follow in this matter as they approach graduation.

Students will be billed for the graduation fee by the Business Office near the end of the last semester. The fee covers such costs as the Senior Assessment, graduation audit, graduation invitations 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. 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.

Students who successfully complete the Honors Program course of study will graduate “in cursu honorum.”

Course Numbers

Course numbers have the following meaning:

Courses numbered from 100 to 199 normally are freshman courses.

Courses numbered from 200 to 299 normally are sophomore courses.

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

Graduate courses are numbered 500 through 800.

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 less than 12 semester credits is considered a part-time student. All freshman students are limited to a maximum of 18 semester credits. An exception may be made for engineering and science students. Students on scholastic warning, probation or subject to review may not register for more than 12 semester credits without the written approval of the Board of Studies. An exception to this is when the 13th credit hour would result from registering for the New Student Seminar.

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 for the last semester of recorded college work a grade-point average of 3.0 and have an exceptional and satisfactory reason.

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

General Information

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 the Provost.

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 grade-point average 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 Office of Continuing Education.

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. Both grades will remain on the permanent record, but only the second one will be used in calculating the grade-point averages and hours earned.

Students who wish to use this option should:

1. Register in the usual manner for the course they wish to repeat.
2. Check their eligibility in the Records and Registration Office and complete the proper form. Unless the proper form is completed, both grades will continue to be counted in the grade-point averages.

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.

Note: This policy took effect August 26, 1987 and is not retroactive prior to that date.

Change of Registration

Students who wish to change their registration must do so officially on the appropriate 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* (Withdrew Failing) or *WP* (Withdrew Passing) as determined by the instructor.

During the shorter summer academic sessions, which are less 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 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.

Academic Warning, Probation and Dismissal

All undergraduate students are expected to maintain a 2.0 or *C* semester or cumulative average. At the completion of each semester, the Board of Studies reviews the grades for each student who has not achieved this average. By determination of the Board, students in academic difficulty will be placed on scholastic warning, probation or subject to review. Those students whose cumulative average is below a 2.0 or *C* will be placed on scholastic probation or will be dismissed. Each case is reviewed on an individual basis.

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.

Students are urged to contact the Records and Registration Office after they have received notice of academic difficulty from the Board of Studies in order to explain their situation.

Students placed on academic warning or probation may not register for more than 12 semester credits without the written approval 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 Academic Support 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 that

an offense has taken place. Students or others need only notify the professor, the department chairperson, 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 that 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.
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 provost, 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.

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

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

College of Business

Departments

Accounting

Business Administration

Environmental Management

Industrial Engineering

College of Human Services

Departments

Communication

Computer and Information Systems

Criminal Justice

Education

Health, Physical Education and Sports Science

Occupational Therapy

Physical Therapy

Undergraduate Programs

Accounting

The Department of Accounting offers an undergraduate major in accounting and a Master of Accounting Program. The objective of the undergraduate accounting program is to provide skills and knowledge necessary for a professional career in public and private accounting. 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, 401, and 402; nine credits in economics including ECON 201, 202, and 307 or 331; 15 credits in business administration including BUS 205, 301, 302, and six elective credits from BUS 303, 309, 310, 316, or 321.

Requirements for a Major in International Accounting and Modern Language: MATH 151 or equivalent as determined by the Accounting 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 BUS 205, 301, 302, and six elective credits from BUS 321, 322, ECON 331; 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.

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 grade of *C* or above.

ACCT 302. Intermediate Accounting II **3 credits**

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

ACCT 304. Auditing **3 credits**

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

+ = Applicable toward general education degree requirements

wi = Writing intensive course

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 will be introduced. Prerequisites: ACCT 201, 202.

ACCT 306. Income Tax Procedures II 3 credits

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

ACCT 307. Cost Accounting 3 credits

Includes job order costing, process costing, activity-based costing, just-in-time inventory, cost-volume-profit analysis, differential cost analysis, capital investment decision models, standard costing and cost variances. Prerequisites: ACCT 201, 202, with a grade of *C* or above.

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 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 301.

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, 202.

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.

The ACCEL Program

The ACCEL Program (Adult College Curriculum for Education and Leadership) 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 at off-campus locations for the convenience of working adults.

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.

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 meeting so they are prepared to participate in meaningful discussion and relevant activities at the initial meeting.

The ACCEL Program offers students the opportunity to earn one of the following degrees:

- Bachelor of Arts with a major in
 - Communications and Computer Network Administration (CCNA)
- Bachelor of Business Administration
- Bachelor of Applied Management Technology*
- Bachelor of Elected Studies*

*Please refer to the description of these degrees in the Academic Information section.

Requirements for the Bachelor of Business

Administration offered through ACCEL: Complete requirements two through 12 as stated in the bachelor of arts degree requirements in the Academic Information section of the catalog.

Foundation Courses: ACCT 201, 202; BUS 205; ECON 201, 202; ENGL 217; MATH 151; PSYC 105; a social science course.

Core Courses: BUS 201 or 301 and 302, 303, 305, 309, WI-310, 320, 321, 332, 338, WI-350; 9 semester credits of business electives; ECON 307; PHIL 305.

Admission Information:

- Contact the ACCEL Office, 319/441-9500.
- Submit the free application for admission.
- Request high school transcripts and transcripts from other colleges or universities attended.

ACCEL is open to mature, adult students who have at least three years of work experience. An Associate of Applied Science (AAS) degree is required for admission to the Bachelor of Applied Management Technology Degree Program. Admission to the other programs requires a minimum of 24 semester hours of college credits. Potential students who meet the other admission criteria but have fewer than 24 semester credits may petition for admission.

Prior to admission to ACCEL, students may need to complete standard University placement tests.

Admission to St. Ambrose University does not imply admission to the ACCEL Program.

Applied Management Technology

The Bachelor of Applied Management Technology Degree Program is designed to build on a two-year associate of applied science (AAS) degree.

This study program will provide graduates 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 business, industrial, manufacturing and service areas.

For information on admission and individual student curriculum plans, see the Academic Information section.

Course Requirements for Transfer Credit for a Degree in Applied Management Technology:

60 hours of transfer credit if the AAS degree contains at least 60 semester credits.

Required Courses and Electives at St. Ambrose:

ACCT 201, 202; BUS 205, 301, 303, 309, 310, 350; CSCI 120 or 210 or 220 or approved computer programming language; ECON 201, 202; ENGL 101, 217, three semester credits of approved literature or language elective; six semester credits of approved art, music or theatre; three semester credits of an approved history course; MATH 151; four semester credits of approved natural science courses; PHIL 305, three credits of theology, and three credits of theology or philosophy; COMM 101 or 203 or 321 or 329; three semester credits of an approved social science course (not history).

+ = Applicable toward general education degree requirements

wi = Writing intensive course

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 inter-connectedness. 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 freshman 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, 306, 310, 401, 410, and three credits of electives.

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

Requirements for an Art Education Teaching Major K–6 or 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. This is a credit course.

Professor Manfred Schatz will take students for painting and drawing instruction in his Meerbusch studio for two to three weeks during the summer months.

Host German families will house and feed students in their home for this period. Scholarship includes round-trip airfare from Moline, Ill., to Dusseldorf, Germany.

Students may apply to the Art Department chair. Recipients will be selected through the president's scholarship committee.

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 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.

+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.

+ART 201. Studio Fundamentals: Painting 3 credits

Basic painting tools and techniques are introduced. Students will explore color as it informs painting from observation.

ART 205. Studio Fundamentals: Computers in Art 3 credits

Introductory course dealing with how the computer can be applied to the artistic process. Explores basic drawing, painting and type manipulation. Prerequisite: ART 100.

ART 206. Studio Fundamentals:

2D Design 3 credits

An introductory course exploring two-dimensional design concepts and processes. Emphasis is on the examination of basic elements of design and the principles of expression involved with their use. Thorough investigation of the ways in which 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 creation of a narrative. Prerequisite: ART 100.

ART 208. Studio Fundamentals:

3D 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.

ART 210. Graphic Design I 3 credits

Fundamentals of typography and the handling and design of text. Beginnings of page layout. Introduction to scanning and subsequent image manipulation. Prerequisites: ART 205, 206.

+ART 220. Introduction to Prints I 3 credits

Students learn to make prints using a variety of media such as monoprint, intaglio, lithography, relief printing, and silk-screen.

ART 231. Survey of Advertising

Principles 3 credits

Principles of design of printed advertising. Students create layouts in a variety of contexts.

+ART 233. Photography I 3 credits

Beginning course in black and white photography. Students will use their own 35mm manually-operated camera as a creative tool for personal investigation and storytelling. Film exposure and development, print enlargement and basic pictorial composition are covered.

ART 234. Photography II 3 credits

Advanced course for students with experience in basic photography. Students design and complete personal projects in photo journalism, commercial studio practice and art photography. Prerequisite: ART 233 or instructor permission.

+ART 250. Art Through the Ages I 3 credits

Introductory chronological survey of history of art from prehistoric times through Middle Ages.

+ART 251. Art Through the Ages II 3 credits

Introductory chronological survey of history of art from Renaissance to the Modern World.

ART 303. Figure Composition and Anatomy 3 credits

A studio course concerned with the analysis of the skeletal, muscular and surface anatomy of the human form. Skeletons, plaster casts and live models will be used. Prerequisites: ART 206, 207.

ART 304. Figure Drawing 3 credits

Intensive study of the human figure and its expressive potential. Experimentation with a variety of medium and techniques. Prerequisites: ART 206, 207, 303.

+ART 305. Ceramics 3 credits

An introduction to working in clay with projects in coil, slab and cast pieces. Wheel-throwing is briefly introduced.

ART 306. Illustration 3 credits

Students learn to create images in a variety of commercial art contexts and media. Brief survey of artists and images in the history of practical art. Prerequisites: ART 201, 206, 207.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

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

Computer illustration and its integration with typography and other forms of imagery in design. Students apply basic color theory to the computer platform. Prerequisites: ART 207, 210.

ART 319. Independent Study in History of Art **1 - 6 credits**

Individual study open to junior and senior art students wishing to do further research in art history and research methodology. Instructor permission required.

ART 320. Printmaking II **3 credits**

In-depth investigation of a major printmaking technique chosen by the student. Personal issues are developed as editions of prints are created. Prerequisites: ART 206, 207, 220.

ART 330, 331. Painting I, II **3 credits**

Provides a strong foundation for the study of oil painting. A thorough understanding of the techniques, materials, and concepts is developed, with an awareness of the medium's expressive possibilities. Prerequisites: ART 206, 207.

ART 335, 336. Special Art Projects **1-3 credits**

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

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

Concentrates on graphic and plastic arts, including art appreciation, and three-dimensional art and crafts for elementary schools.

ART 342. Secondary Art Methods **3 credits**

Concentrates on graphic and plastic arts including art appreciation, and three-dimensional arts and crafts for secondary schools.

+WI-ART 350. American Art **3 credits**

A chronological survey of the history of American art from prehistoric Native American roots, through the American Revolution until the first World War. Painting, sculpture, architecture and the decorative arts.

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

A study of the art of the 20th century. Investigates painting, sculpture, the "time arts," and architecture. 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. Covers the Pre-Columbian civilizations of South America and the developments of tribal art in Africa.

+ART 353. The Classical Heritage **3 credits**

The classical world of Greece and Rome has left indelible prints on the heritage of the western world. Course looks into the various revivals of classical learning, the Renaissance, the Baroque, the Neo-Classical, up to Post-Modern, and analyze why the heritage of Greece and Rome remains with us. Prerequisite: ART 250 or 251.

+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. Course studies the architecture, sculpture and painting of art created to serve the purposes of the Christian church from its inception to the present day. Prerequisite: ART 250 or 251.

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 create a resume, a statement of artistic intent and a slide portfolio. Prerequisite: Satisfactory completion of junior-level review.

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: Satisfactory completion of junior-level review.

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

Application of graphic design principles to projects at the professional level. Conception and full realization of commercial design products. Includes a study of the four color printing process. Prerequisites: ART 306, 310.

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

Provides 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 330, 331.

ART 499. Internship in Art **1-6 credits**

Field work for the junior or senior art major. Student gains practical experience in the disciplines of commercial or fine art. Prerequisites: Junior or senior art major and advisor permission. Pass/No Pass course.

Astronomy

+ASTR 201. Astronomy **3 credits**

Observational descriptions of the moon, stars, planets and galaxies. Theories of their origin and evolution. Use of telescopes and other observational equipment. Two lectures and one lab per week. Prerequisite: MATH 110 or 121.

Biology

The Biology Department has a broad, flexible curriculum. Courses focusing on human biology introduce scientific principles to non-science majors. If, however, you are a future biologist, you can enhance the core major with one or more of the following optional concentrations: environmental biology, pre-health professions, molecular biology, and secondary education. Biology students in any program are eligible for elec-

tion 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, 150, 300, 301, 303, 307, 348; one of the following: BIOL 211, 221, 231, or 241; CHEM 105, 106, 207, 209; MATH 151; SSCI 213; PHIL 207 or 310 or 311.

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 330. 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; CHEM 208, 210, 319. Recommended: PHIL 207 or 310.

Requirements for a Concentration in Pre-Health Professions: BIOL 202, 204; 399, or 401 and 402; CHEM 208, 210; MATH 191; PHYS 203, 204. Recommended: PHIL 207 or 310.

Requirements for a Concentration in Secondary Education: BIOL 310 or 321; and one of the following: BIOL 202, 211, 221, 231, 241. Education major requirements are found in the Education Department section.

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.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

Requirements for a non-teaching minor in Biology:

15 semester credits in biology.

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. Co-requisite: MATH 151 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 equivalent.

+BIOL 106. Human Genetics 3 credits

Introduction to genetic principles and their application to human biology and society. Discussions of human genetic disease, medical genetic technology, biotechnology and genetic engineering. For non-science majors.

+BIOL 107. Plants and Civilization 3 credits

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

+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 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. Co-requisite: BIOL 202. Offered fall semester.

BIOL 204. Advanced Human Anatomy and Physiology 4 credits

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

BIOL 211. Microbiology 4 credits

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.

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 involved in the interaction of naturally occurring populations of plants and animals with their physical and biological environments. Lecture and laboratory. Prerequisites: BIOL 103, 104; CHEM 105; MATH 151 or equivalent; SSCI 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. The fate and effects of both organic and inorganic toxicants in the environment, in animals and in various test systems. Lecture and discussion. Prerequisites: BIOL 103, 104; CHEM 105, 106. (Same as ENVR 316)

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.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

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. Prerequisite: Junior or senior standing.

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 MPT Program or permission of instructor.

Business Administration and Economics

The Business Administration and Economics Department provides a comprehensive education in business that includes: (1) a broad foundation in liberal arts and sciences, (2) a general knowledge in all functional areas of business and economics, and (3) preparation for positions of responsibility and leadership.

In addition, students achieve a certain degree of specialization in one of the six majors offered in the department.

The majors are:

General Business: Non-Teaching
Economics
Finance
International Business
Management and Organizations

Bachelor of Arts for All Majors

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

Required Core Business and Economics Courses: BUS 201 (or BUS 301, 302); BUS 303, 305, 309, WI-310, 321 or 370, WI-350; ECON 312, 313.
Recommended: SOC 101; PHIL 201; THEO 250.

Major Requirements

In addition to foundation and core courses, student must complete requirements for one of the following majors.

General Business Non-Teaching Major: BUS 320, 323, 332, 340; one of BUS 328, ECON 321, 331.

Economics Major: 12 semester hours in economics above ECON 313. MATH 191, 192 recommended to pursue graduate work in economics.

Finance Major: BUS 304, 306, 340; and any two of ECON 307, 331, BUS 335, ACCT 307.

International Business Major: BUS 332, 349; ECON 331; IS 210; one of HIST 220, 225, 230, 235, 338, PSCI 309 or 313 or 316; THEO 250 or PHIL 390.

Study abroad for one semester or two field experiences (BUS 370 or course in other department, i.e. IS 108) for total six credits. Language competence in French, German or Spanish through 302 level and 311 (Business Language).

Management and Organizations Major: BUS 320, 332, 349; THEO 250; two of the following: BUS 316, 323, 325, 333, 360; ECON 321.

Requirements for Bachelor of Arts with a Teaching

Major in General Business Education: ACCT 201, 202; BUS 205, 301, 302, 303, 309, 310, 350; ECON 201, 202; CSCI 305; EDUC 205, (*B* or better), 301, 304, 305, 308, 309, 336, 419; PSYC 310; SOC 300; 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 field work. See Education Department section for teaching major and student teaching requirements.

Requirements for Bachelor of Arts with a Teaching

Major in Economics (7-12): 30 semester hours including ECON 201, 202, 205, 305, 312, 313, BUS 350, and nine semester credits in economic electives. Education courses required for a teaching are found in the Education Department section.

Minors

Requirements for a Teaching Minor in General Business (7-12): ACCT 201, 202; BUS 201, 205, 310; CSCI 305. Education courses required for teaching are found in the Education Department section.

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

Requirements for a Minor in General Business: ACCT 201, 202; BUS 205, 303, 309, 310; ECON 101; three credits in a 300-level business or economics elective; MATH 151.

Requirements for a Minor in Economics: ACCT 201, 202; BUS 205; ECON 201, 202, 312, 313; three credits in 300-level economics.

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

Course Descriptions

BUS 101. Foundations of Business **3 credits**

Survey of the primary topics of business, including management, personnel, finances, marketing, economics, business ownership and ethics.

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. Sophomore standing or above.

BUS 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. Prerequisites: MATH 151 or equivalent; ECON 201 or 202.

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 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. Prerequisites: ACCT 201, 202; ECON 201, 202; BUS 205.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

BUS 304. Analysis of Financial Statements 3 credits

Interpreting financial conditions for internal control or external evaluation. Prerequisite: BUS 303.

BUS 305. Intermediate Economic and Business Statistics 3 credits

Estimations, time series, index numbers, regression and correlation analysis, chi-square and decision theory. Prerequisite: BUS 205 or equivalent.

BUS 306. Investments 3 credits

Analysis of stocks, bonds, mortgages and other forms of investment; emphasis on safety, liquidity, appreciation and rate of return. Prerequisite: BUS 303.

BUS 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.

WI-BUS 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.

BUS 311. Advertising 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: BUS 309 or instructor permission.

BUS 316. Small Business Management 3 credits

Examination of the concerns, problems and opportunities associated with small businesses, and discussion of entrepreneurial qualities that affect small business management. Study of selected small businesses as well as conventional text materials. Prerequisite: BUS 310 or instructor permission.

BUS 320. Human Resource Management 3 credits

Prepares students for immediate action on the job by discussing the theoretical and practical applications of human resource management. Concentration will be on the art of communication, motivation, management of personnel through a thorough review of current standards and practices based on the latest court rulings. Prerequisite: BUS 310 or instructor permission.

BUS 321. International Business 3 credits

Intended to make students more knowledgeable about the international dimensions of management. Text is supplemented with information on current events in different parts of the world. Prerequisites: ACCT 201, 202; ECON 201, 202; BUS 309, 310.

BUS 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: BUS 309.

BUS 323. Total Quality Management 3 credits

Develops an understanding of TQM and what makes up quality excellence in service, non-profit and manufacturing organizations. Develops implementation planning, team building and statistical thinking.

WI-BUS 325. Leadership and Corporate Culture **3 credits**

Evaluation of students' leadership styles, current findings on leadership and corporate culture from current research by the behavioral scientists and others. Reviews collective wisdom found in the classic works of western philosophy, history, biography and drama. Prerequisite: Junior status or permission of instructor.

BUS 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: BUS 205, 305, 309, or approval of department chair.

BUS 330. Professional Salesmanship and Sales Management **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.

BUS 332. Organizational Theory, Communications and Behavior **3 credits**

Concentrates on individual processes, inter-personal and group processes, organizational processes and design and organizational changes. Prerequisite: BUS 310.

BUS 333. Operations Management **3 credits**

Concepts and methods for planning, routing, scheduling and controlling operations. Uses of linear programming and statistical controls and techniques for determining work methods and job analysis.

BUS 335. Financial Institutions Management **3 credits**

An introduction to the primary participants and the basic functions of the major financial markets operating in the U.S., including financial inter-mediation, the structure and regulation of depository and nondeposi-

tory institutions, the structure of interest rates. Prerequisite: ECON 307.

BUS 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.

BUS 340. Financial Polices and Decision-Making **3 credits**

Problem solving in finance; relationship of financial management to the direction of the enterprise as a whole; case methods on how shareholder requirements determine policy on acquisition of new funds; funds flow and capital investment within the firm; and effect of social, regulatory and monetary environment on policy. Special emphasis on importance of long-range planning and the contribution of financial analysis to decision-making. Prerequisites: ACCT 201, 202; ECON 201, 202; BUS 205, 303.

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.

BUS 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: BUS 309.

BUS 348. Marketing Management **3 credits**

Analysis of management functions as applied to product development, market analysis and pricing, control of marketing activities and use of distribution channels. Integrative course using case studies.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

WI-BUS 349. Business Policies 3 credits

Provides key sources of information for the CEO. A case study approach to making conclusions and recommendations to management problems. Finance, accounting, human resource, production, and marketing perspectives are used to propose solutions. Prerequisites: Senior standing in business administration.

WI-BUS 350. Capstone Seminar 3 credits

The final integrating course for all seniors in business and economics. 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. Prerequisite: Senior status in business administration or economics.

BUS 360. Introduction to Acquisition and Purchasing Management 3 credits

Acquisition of materials and services in business or government. Fundamentals of purchasing, quality, specifications, sources, pricing, contracts, negotiations, inventory management, transportation, institutional and government purchasing and professional ethics.

BUS 370. International Field Experience 3 credits

A combination of field trip-study abroad or exchange internship in international business supervised by a full-time faculty member who determines the credit elements of the experience in cooperation with the student and the host business. Students can register in any appropriate semester.

BUS 399. Topics in Management 3 credits

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

Courses prefixed “+” may be used by all majors—except accounting business administration and economics majors—to fulfill general education requirements.

+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 Macro-Economics 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 Micro-Economics 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 205/305. Same as BUS 205/305.

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 Macro-Economic 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; BUS 205.

ECON 313. Intermediate Micro-Economic 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; BUS 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 compensation, labor-management relations and labor legislation. Prerequisites: ECON 201, 202.

ECON 325. Urban and Regional Economics 3 credits

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

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. 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 335. Environmental Economics 3 credits

Causes, effects and possible cures of air and water pollution problems, solid waste disposal, resource and land use. The "energy crisis" in light of basic economic principles and tools, such as transformation curves, supply and demand pricing, social costs and marginal and cost-benefit analysis. Local field trips and speakers from industry, government, and environmental groups. Prerequisites: ECON 201, 202 recommended, but required only for majors. (Same as ENVR 335)

ECON 366. Cost and Price Analysis 3 credits

Develops managerial knowledge of both price and cost analysis, covering pricing policies, cost estimation, price and cost analysis, analysis of direct and indirect costs and labor rates. Provides application of a variety of techniques including learning curves, risk analysis, life cycle costing, and profit analysis. Prerequisite: BUS 360.

Catholic Studies

Requirements for a Certificate or 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

+ = Applicable toward general education degree requirements

wi = Writing intensive course

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: 31 semester credits in chemistry including CHEM 105, 106, 110, 207, 208, 209, 210, 301, 303, 313 or 314, and 350; PHYS 203 and 204 or 251 and 253; MATH 191, 192.

Requirements for a Bachelor of Science Degree with a Major in Chemistry: 43–44 semester credits of chemistry including CHEM 105, 106, 110, 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, and 290 or 291.

Requirements for a Bachelor of Arts Teaching

Major in Chemistry: 48 semester credits in science and mathematics including: CHEM 105, 106, 110, 207, 208, 209, 210, 301, 303 or 333, 313 and 350; PHYS 251 and 253 or 203 and 204; MATH 191, 192.

Education courses 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, 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 which require one semester of general chemistry. Topics selected from inorganic, organic and biological chemistry. Lecture and laboratory. Prerequisite: MATH 121.

+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. The topics include chemical, glassware, electrical, compressed gas, and biological hazards. Lecture only. Prerequisites: BIOL 103, CHEM 105, or permission of instructor.

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 illus-

trated 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 co-requisite: 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. Prerequisite: CHEM 106. Offered alternate years.

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. Prerequisite: CHEM 210. Offered alternate years.

CHEM 311. Research Methods in Organic Chemistry 3 credits

By selecting and carrying out several mini-research projects, students are introduced to use of literature searching and laboratory techniques for solving prob-

+ = Applicable toward general education degree requirements

wi = Writing intensive course

lems in organic chemistry. Pro-gress shared at weekly research group meetings. Lecture and laboratory. 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. Prerequisites: CHEM 106, PHYS 204 or 251, and MATH 192. Offered alternate years.

CHEM 319. General Biochemistry **4 credits**

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

CHEM 321. Advanced Inorganic Chemistry **4 credits**

Advanced topics in inorganic chemistry emphasizing structure, periodicity, bonding, transition metal chemistry and reactions. Prerequisites: CHEM 106, junior or senior standing. Offered alternate years.

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. (Same as ENVR 333)

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: Instructor permission.

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 Major

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

Research, Writing and Skills Requirements: 15 credit hours including COMM 230, 255, 251, 329, 353.

Capstone: Six credit hours of COMM 405, BUS 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, 328; THTR 205.

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

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

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 communications, provided that the courses are equivalent in content to those taught at St. Ambrose.

Two-Year Colleges: St. Ambrose accepts up to 25 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 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. Introduction to Desktop Communication 3 credits

Survey of the components that make up desktop communications—the hardware and software, the technology and the terminology, the input devices and the output devices—as applied and used in the areas of broadcasting, public relations and advertising.

COMM 230. Newswriting 3 credits

The practice of basic newswriting technique and an introduction in all areas of reporting on a daily newspaper. 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.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

COMM 240. Principles of Public Relations**3 credits**

The history of public relations as developed in various organizations. Studies how public relations fits into an organization's marketing program; the practice, procedures and duties of public relations personnel in various types of organizations; communication strategies and tactics used to develop a communication plan consistent with the organizational goals.

COMM 251. Writing for Public Relations**3 credits**

Introductory course in the process of writing for the field of public relations. Focuses on the identification of target audiences, their needs and how to reach the audiences through writing.

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

Introduction to the process of decision-making in a small group setting. Emphasis on how informed decisions are reached based on a reflective thinking pattern. To understand the process of decision-making, discussion will focus on the dynamics of groups and how variables can be manipulated to assist groups in establishing consensus. Prerequisite: Sophomore status.

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

Study and practice course in planning and writing commercials, including practical print and electronic media techniques.

COMM 325. Introduction to Speech Pathology**3 credits**

Review of nature, causes and treatment of speech and hearing problems. Practical course for elementary and secondary classroom teacher.

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 communications 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 business and professional setting. Focus on technical reports, demonstrations, special occasion speaking and sales presentations. Emphasis on use of visual material such as computer generated graphics and overhead transparencies. Prerequisite: Sophomore status or instructor permission. Recommended: Prior experience giving speeches and COMM 101.

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, inter-

viewing, 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 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 communications industries. Advanced desktop communications techniques are included. Prerequisites: COMM 224, 225, 337, 338.

COMM 353. Communication Research Methodologies 3 credits

Study of the systematic investigation of communication and marketing communication activities in order to discover new information and relationships, expand and verify existing knowledge. Students will learn and conduct both quantitative and qualitative marketing 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 390, 391. Independent Study in Communications 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 Communications 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.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

WI-COMM 403. Seminar in Communications **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**

Advanced course in researching, planning, communicating and evaluating a communication campaign. Special attention given to public relations and marketing communication. Course uses case studies and a final campaign project to provide a practical application of theories. Prerequisites: COMM 241, 251, 353. Can be taken concurrently with 353.

Computer and Information Sciences

Requirements for a Bachelor of Arts with a Major in Computer Information Systems:

ACCT 201, 202; ECON 201, 202; ENGL 217; MATH 151; BUS 205, 303, 309, 310; BUS 311 or 316 or 328; CSCI 220, 300, 305, 340, 360, 370, 390; and one of the following: CSCI 195, 310, 350, 371, 430, 440, or 480. CSCI 499 is strongly recommended.

Requirements for a Bachelor of Science with a Major in Computer Science: CSCI 195, 240, 310, 320, 360, 395, 400, 410, 499; MATH 191; four of the following: CSCI 330, 350, 370, 371, 380, 430, 480, 490.

Requirements for Bachelor of Arts with a Major in Communication and Computer Network

Administration: Computer Component: CSCI 340, 370, 371; nine credits from CSCI 195, 420, 450, CCNA 499. Communication Component: COMM 203, 306, 326; ENGL 217, 218. Business Component: BUS 310. CCNA Component: WI-CCNA 400. Total: 39 credits.

Requirements for a Minor in Communication and Computer Network Administration: Computer Component: CSCI 340, 370; six credits from the following: CSCI 371, 450, 420, CCNA 499. Communications Component: COMM 203, 326, ENGL 217; Business Component: BUS 310. Total: 24 credits.

Course Descriptions

WI-CCNA 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.

CCNA 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 CCNA major.

CSCI 120. Introduction to Computer Science **3 credits**

Survey of computer systems, the role of the computer in different disciplines. Applications include word processing, spreadsheets, data-bases and communications.

CSCI 130. Introduction to Programming **1 credit**

Introduction to analyzing and designing a program. Topics include: top-down design, flow of control - outline, 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, Telnet and Gopher. Multimedia applications and plug-ins. Creating and publishing web pages using hyper-text markup lan-

guage (HTML). Web scripting and developing using Java language. Uses a case study for putting it all together. Prerequisites: MATH 121 or CSCI 120 or instructor permission.

CSCI 195. Programming Language C & UNIX **3 credits**

Study and use of C. Use of pointers, structures, ability to manipulate bits, bytes and addresses. Comparison of the C with high-level and low-level languages, work with user-defined libraries. Overview of UNIX operating system and its capabilities. Prerequisite: CSCI 120 or 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 120 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. Use of debugging tools. 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 Design and Analysis **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 305. Advanced Microcomputer Applications in Business **3 credits**

A survey of the popular and standard hardware and software used in business, and major microcomputer needs in business. Prerequisite: CSCI 120 and previous or concurrent enrollment in a 300-level business course, or instructor permission. Not open to computer science majors.

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 170.

CSCI 320. Computer Organization **3 credits**

Evolution of computers. Number systems and computer codes, Boolean functions and logic design. Basic computer organization: CPU, memory, and input/output. Assemblers and macros, parallel processing, communication networks, some case studies. Prerequisite: CSCI 240.

CSCI 330. Numerical Analysis **3 credits**

Errors and error propagation. Numerical methods for solving equations in one variable. Solving linear systems. Introduction to nonlinear systems. Taylor Polynomial approximation. Numerical integration and differentiation. Prerequisites: CSCI 195, MATH 191. (same as MATH 290)

CSCI 340. 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.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

CSCI 350. File Processing **3 credits**

Study of data structures and file organization to include sequential, indexed sequential and relative files.

Techniques for searching, updating, deleting, and merging files. Prerequisite: CSCI 195.

WI-CSCI 360. Database System Design **3 credits**

Database design and management. Data models, underlying physical database implementation, data definition functions, design analysis, key searching, query evaluation to include lexical analysis. Database system design and analysis using VAX, PC, Unix or NT.

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 340.

CSCI 371. Advanced Computer Networks and Data Communication **3 credits**

Continuation of CSCI 370. Provides a more in-depth presentation of network topics such as network protocols, topologies, frame relay, ATM, virtual networks, WAN, encryption and other current topics.

Prerequisite: CSCI 370.

CSCI 380. Discrete Structures **3 credits**

Basic elements of discrete mathematics for computer science students. Topics include sets and relations, finite probability, modular arithmetic, Boolean algebra and recursion. Prerequisites: CSCI 195, MATH 191.

CSCI 390. Advanced COBOL Programming **3 credits**

Continuation of CSCI 220. Structured programming techniques, searching, sorting, tape and disk files, sequential files, indexed sequential files, relative files, random files, report writers. Prerequisites: CSCI 220.

CSCI 395. Advanced C/Object Oriented Programming **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 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, parallel processing, mutual exclusion, semaphores, concurrent programming, deadlock. Organization and management of real and virtual storage. Job and processor in scheduling, distributed computing. Case studies. Prerequisites: CSCI 195, 310.

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

A study of the Transmission Control Protocol/Internet Protocol (TCP/IP) and its services. Topics include HTML, CGI, FTP/Telnet, firewalls, routing, domain name service, subnetting, and internet security. TCP/IP services will be installed and configured. Prerequisite: CSCI 370.

CSCI 430. Artificial Intelligence **3 credits**

Study of LISP and/or PROLOG including list processing, recursion, functions and macros. Covers some uses of artificial intelligence such as probabilistic reasoning and plan-generating systems and how they would be implemented. Prerequisites: CSCI 195 or instructor permission.

CSCI 440. Multimedia **3 credits**

Audio, video, graphics and compression routines for multimedia development. Introduction to instructional design from a programming standpoint.

Long-distance learning, CD development. 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 NT server and UNIX. Course may be repeated for credit as long as the topic is not repeated. Prerequisite: CSCI 370.

CSCI 480. Topics in Computer Science **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. Prerequisite: Departmental approval. Pass/No Pass course.

Cooperative Education

Course Description

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

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

Criminal Justice

Requirements for a Major in Criminal Justice:

39-42 semester credits in criminal justice including CRJU 101, 201, 221, 231, 241, 316, 321, 341, 362, 382, 407; three to nine semester credits from CRJU 401, 402, 403, 421; and BUS 310; PSCI 303; COMM 327.

Each criminal justice major is required to complete a related fieldwork experience as part of the program. This requirement could be met through a departmental practicum (CRJU 421 at three credit minimum) or an approved three credit cooperative education placement.

Each major is required to complete 12 semester credits of directed electives in any combination from: PSCI 304, 322, 325, 331, 370; PSYC 304, 306, 310, 314, 323, 324, 342, 343; SOC 313, 320, 321, 325, 340, 341, 366.

Depending on a student's career goals, the following courses are recommended:

Federal Investigation: Six to 12 semester credits in accounting.

Corrections: PSYC 323, 324, 342.

Security: Six to nine semester credits in computer science.

Graduate Study: CSCI 120; SSCI 213; SOC 350.

Requirements for a Minor in Criminal Justice: 21 semester credits including CRJU 101, 201, 221, 231, 241, 316, 407.

Course Descriptions

+CRJU 101. Introduction to Criminal Justice

3 credits

Historical and philosophical account of the development of American criminal justice with emphasis on constitutional requirements. Survey of enforcement, court and corrections subsystems on a national, state and local level.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

CRJU 201. Criminal Investigation 3 credits

The art and science of criminal investigation. Topics include the forensic sciences, interrogation techniques, case development and presentation, with focus on informational sources and their utilization in court. Prerequisite: CRJU 101.

CRJU 221. Criminal Law 3 credits

Goals and purposes of American criminal law. Standard criminal law topics are included, such as elements of crime, criminal defenses, crimes against persons/property, accomplices, inchoate crimes and others. Prerequisite: CRJU 101.

CRJU 231. Contemporary Corrections 3 credits

Developmental history of American corrections with emphasis on contemporary issues related to the correctional system and process, correctional clientele, treatment of inmates in institutions and community programs and the future of correctional practice. 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 316. Crime and Delinquency 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 a democratic society. An applied research project is required. Prerequisite: CRJU 101 or SOC 101.

CRJU 321. Police Organization and Management 3 credits

Organizational principles and management of line/staff activities, personnel supervision and operational components of American police agencies. Organizational and operational enforcement effectiveness. Prerequisite: CRJU 201.

CRJU 341. Criminal Evidence and Procedure 3 credits

Fundamental rules of evidence in trial procedure, including those affecting presumptions, witnesses, hearsay, confessions and admissions; procedural protections in criminal justice founded upon constitutional due process and Bill of Rights principles. Prerequisite: CRJU 221.

CRJU 362. Correctional Management 3 credits

Correctional management theory and practice with emphasis on control and change in correctional organizations, from an organization development perspective. Prerequisite: CRJU 231.

CRJU 382. Security Management 3 credits

Management principles applied to private security operations and their relationship to corporate philosophies and profitability. Covers internal investigation, policy development and contemporary problems, and issues facing the loss prevention industry from a global perspective. Prerequisite: CRJU 241.

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 421. Practicum

3–9 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.

Economics

See Business Administration and Economics

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

Licensure

Successful completion of Practitioner Preparation Program enables the student 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 chair 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. 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 Practitioner Preparation Program

The objectives of the Practitioner Preparation Program for the preservice educator are:

1. To acquire and apply decision-making skills such as problem definition, data collection, criteria selection and solution synthesis.
2. To display an ability to accommodate and adjust to a variety of school and classroom settings and student populations with diverse cultural, educational and social backgrounds.
3. To demonstrate a knowledge of the basic content area of one's particular endorsement area.
4. To show a knowledge of educational historical backgrounds and trends.
5. To present appropriate knowledge in the areas of physical, cognitive, emotional and psycho-social development of human beings from conception through adolescence.
6. To apply the theories of learning, cognition and motivation that are appropriate to one's particular endorsement area.
7. To utilize theories and models regarding child management and organization of teaching/learning environments.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

8. To exhibit a knowledge of appropriate planning, material development, assessment and evaluation, teaching and learning styles, teaching models, pedagogical methodology and technology.
9. To possess and use an appropriate knowledge base which will enable one to both understand and utilize educational research.
10. To analyze and reflect upon the strategies and techniques utilized during field components.
11. To reach a level of professionalism whereby one is entrusted with all teaching responsibilities at the appropriate licensure level.

Practitioner Preparation Program

Requirements for Admission:

1. Achieve a 40th percentile or above on the Nelson-Denny Reading Test, a reading comprehension examination.
2. Complete ENGL 101 with a grade of *C* or above.
3. Earn at least 30 semester credits from a college or university. The applicant must have completed or be enrolled in at least 15 semester credits at St. Ambrose.
4. Complete two education courses, including Field Experience (EDUC 205). The applicant must have earned a grade of *B* or above in Field Experience and have received the recommendation of a cooperating teacher to continue in education.
5. Complete a Declaration of Major form.
6. Maintain a cumulative GPA of 2.7 and a GPA of 3.0 in education and major courses. In education and endorsement/major courses, a grade of *D* or *F* is not acceptable.
7. Apply for admission to the Practitioner Preparation Program. With the admission form, the applicant must plan a proposed sequence of courses, write a personal statement of goals for a teaching career, and secure approval from the advisor, major department chair, and education department chair.

Requirements for Admission to Student Teaching and Graduation from the Education Department:

1. Be admitted to Practitioner Preparation Program. The applicant completes a proposed sequence of courses leading to licensure.
2. Maintain a cumulative GPA of 2.7. 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 student teaching semester.

An appeal process is available for the above requirements. All appeals must be made in writing to the Teacher Education Working 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 February 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 and 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

To acquire an Iowa early childhood license/Endorsement 100 for Teachers, pre-kindergarten through grade three including special education, applicants must complete an early childhood education major.

Required Courses: EDUC 205, 284, 301, 308, 309, 312; two of EDUC 440, 441, 442; PSYC 105, 310; PED 340; ECSE 200, 208, 311, 410, 420; COMM 325; SPED 512; ECE 303, 306, 315, 320, 350, 365; SOC 300; a course in U.S. history or government; seven semester credits in science (biology and physical science); MATH 121 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.

Iowa Endorsement Elementary Education

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

Required Courses: EDUC 205, 284, 301, 308, 309, 329, 452, 353, 354, 369, 370, 409; PSYC 105, 310; SOC 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 physical 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 or reading. 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.

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.

Approved Endorsement in English/Language Arts

(K-6) Required Courses: ENGL 101, 120, 210 or 211, 215, 216, 313; COMM 101 or 203 or 328 or 329; EDUC 369, 370, 452; THTR 205.

Approved Endorsement in Mathematics (K-6).

Required Courses: EDUC 354; three credits in computer science; MATH 151, 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 370; EDUC 369, 450, 452, 453; ENGL 101, 313; COMM 101 or 203 or 328 or 329, 325.

Approved Endorsement in Science (K-6). Required

Courses: ASTR 201 or NSCI 202; BIOL 103, 104, 109; three semester credits in chemistry; EDUC 353; NSCI 105; four credits of electives in science.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

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 or geography, psychology, sociology. EDUC 329 and SOC 300 are in addition to the 24 semester credits.

Special Education Endorsement in Learning Disabilities. Required Courses: EDUC 452; PSYC 310; SPED 410, 411, 412, 413, 414, 420, 452, 498, 521.

Special Education Endorsement in Mental Disabilities. Required courses: PSYC 310; SPED 410, 411, 412, 413, 414, 440, 496A, 496B, 541, 543.

Iowa Endorsement Secondary Education

Prospective applicants should contact the Education Department at least six semesters prior to graduation. 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; SOC 300; PSYC 105, 310; EDUC 205, 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 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, communication, English/language arts, French, German, Spanish, mathematics, music, physical education, biology, chemistry, physics, economics, American government, history, psychology, theatre, general science, reading and sociology.

Approved Endorsement in Reading (7–12).

Required Courses: EDUC 336, 368 or 369, 370, 452, 453; ENGL 101, 316, 313; COMM 101 or 203 or 328 or 329, 325.

Special Education Endorsement Program

The Special Education Endorsement Program is designed to assist in the development of teaching skills specific to working with children and 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 training programs. Students may take 400-level courses after completion of their 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 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 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 452; PSYC 310; SPED 410, 411, 412, 413, 414, 420, 452, 498, 521. See the Master of Education in Special Education section on page ** for course descriptions.

Requirements for Special Education Endorsement in Mental Disabilities: PSYC 310; SPED 410, 411, 412, 413, 414, 440, 496A, 496B, 541, 543. 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 fifth through eighth as middle school grades. Illinois requires 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 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

Students should reserve blocks of time to complete 70 hours of field work per semester. Prospective teachers serve as teacher aides in area schools or child care centers. Students attend a weekly seminar. Required of all education students. Regular grade option.

+EDUC 284. Child and Adolescent Psychology 3 credits

Physical, cognitive, emotional and social development through adolescence. Prerequisites: EDUC 205; PSYC 105. (Same as PSYC 284)

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, sophomore status and ENGL 101 with *C* or better.

EDUC 305. Special Secondary Methods 3 credits

Organization, lesson planning, development of a teaching unit, secondary classroom procedures emphasized. Lecture and laboratory. Field hours are required. Prerequisites: EDUC 205, 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 and EDUC 205.

EDUC 309. Educational Psychology: Tests and Measurements 3 credits

Psychological principles in teaching and learning, preparation and use of devices to evaluate learning and instruction. Prerequisites: EDUC 205, 284; PSYC 105. (Same as PSYC 309)

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, 284.

EDUC 311. Organization and Guidance of Pre-Kindergarten-Kindergarten Children and Programs 3 credits

The current theories and approaches for organizing and administering programs for children from the ages of infancy to 6 years, including kindergarten. Personnel management, facilities, equipment, governance and funding will be emphasized. Prerequisite: EDUC 310 or concurrent enrollment.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

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 311, ECE 303, 306, 350.

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, 284.

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 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, 284.

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 and admission to Teacher Education Program.

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, 284; ENGL 101 with a grade of *B* or better; college level literature class with grade of *B* or better or permission of teacher.

EDUC 369. Child and Adolescent Literature 3 credits

Evaluation of literature for children and young adolescents. Methods of choosing books related to reading interest levels, promoting reading as an enjoyable and meaningful activity and developing competence in presenting literature to adolescents and children, including oral interpretation of literature and creative dramatics. Prerequisites: EDUC 205, 284.

EDUC 370. Language Arts and Reading in the Elementary Schools 5 credits

Curriculum organization and instructional planning for children in kindergarten through grade 6. Strategies for language development of the child from birth through adolescence. Includes methods and materials for teaching all areas of the language arts and developmental reading. Lecture and field hours in a classroom setting. Prerequisites: EDUC 205, 284.

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 ESCE 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 for elementary education; 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; recommendation 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.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

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

Directed observation and supervised teaching experience in a center-based model with pre-primary age children. Full day, five days a week for one half a semester. 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 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 the teaching of reading. Prerequisites: EDUC 370, 452, 453; senior standing and admission to the Education Department.

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. Prerequisite: ECE 303/EDUC 370 or consent of instructor, mini-

num 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 areas. Prerequisites: Senior standing; ECE 303 or EDUC 370, 369, 452; and minimum 25 clock hours of clinical work with students.

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, 284, 305. EDUC 561 prerequisites: possession of 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 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 **5 credits**

Teaches students how to foster literacy development for infants, toddlers, preprimary and primary children in child care and early childhood classrooms. Emphasizes techniques to support speaking, listening, writing and reading instruction, and skills to develop and implement integrated learning experiences that facilitate cognition, communication and social development of the birth to 8 population. 25 field hours required. Prerequisites: EDUC 205, ECE 365.

ECE 306. Science and Social Studies for Young Children **4 credits**

Explores the learning dimensions of science and social studies for preprimary and primary children while integrating curriculum and supporting active learning. Science is emphasized for all students connecting it to

technology and society; social studies examines people in society as they interact with each other and their many environments. Prerequisite: ECE 303.

ECE 315. Creative Expression in Early Childhood Curriculum **3 credits**

Integrates drama, dance, movement music and art into developmentally appropriate curriculum. Prerequisites: EDUC 205, ECE 365.

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. Prerequisite: ECE 303.

ECE 350. Math Education for Young Children **3 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: ECE 303.

ECE 365. Early Childhood Development **3 credits**

Child growth and development for infants, toddlers, preprimary and primary school children, both typical and atypical in areas of cognition, communication, physical motor, social-emotional, aesthetics and adaptive behavior. Students explore individual differences in development and learning, including risk factors, developmental variations and developmental patterns of specific disabilities and special abilities. Prerequisites: EDUC 205, 284.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

ECSE 200. Introduction to Early Childhood**Education: Birth to 3** **3 credits**

Overview of early intervention for the birth to 3 population including typical infants and toddlers and those with special health concerns, developmental delays and at-risk conditions. Topics include history of early childhood education, public laws, family partnerships, model programs, learning environments, community resources, professional code of ethics, team collaboration and the Individual Family Service Plan.

Prerequisite: EDUC 205.

ECSE 208. Introduction to Early Childhood**Education: Ages 3 to 8** **3 credits**

The study of preprimary and primary school aged children within the context of family, culture and society including those with special health concerns, sensory impairments, physical disabilities, behavior 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 ages 3 to 8 including the importance of family partnerships and understanding of the Individual Education Plan (IEP) process. Prerequisites: EDUC 205, ECE 365.

ECSE 311. Assessment of Young**Children** **3 credits**

Teaches skills in administering informal and formal assessments and in interpreting information from testing and observation for the purpose of monitoring development and planning intervention for young children. Links assessment techniques to planning, implementing and evaluation curriculum goals and teaching practices for infants, toddlers, preprimary and primary children based on the needs and interests of individual children, their families, and community. Prerequisites: EDUC 205, ECE 365.

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: EDUC 205, ECE 365.

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: EDUC 205, ECE 365.

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. Co-requisite: 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 handicapped children.

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 the St. Ambrose Institute of 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 210; PHYS 251; MATH 191. Third semester: ENGR 220; MATH 192; 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 10, which are specified in the Academic Information section.

Requirements for the Bachelor of Science Degree with a Major in Engineering Physics:

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

Course Descriptions

ENGR 110. Engineering Graphics 3 credits

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

ENGR 220. Engineering Statics 2 credits

Vector and scalar treatment of forces. Resultants, 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)

+ = Applicable toward general education degree requirements

wi = Writing intensive course

ENGR 312. Thermodynamics 3 credits

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

ENGR 320. Electromagnetic Theory 3 credits

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

English

Requirements for a Major: 39 credits; ENGL 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 a English Education Major: 36 credits, EDUC 369; ENGL 201, 202, 210, 211, 303, 313, 316, plus 12 elective credits: Six credits must be 300 level. Education courses required for teaching 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 at the 300 level. One course must be writing intensive in English or a writing course.

Requirements for a Writing Minor: 18 credits; at least 12 credits from the following: ENGL 216, 217, 218, 316, 317, 400. Six additional credits may be taken from COMM 328, 330, 331.

Course Descriptions

Students should have some background in college English before taking 300-level courses.

ENGL 100. Introduction to Writing 3 credits

Introduction to the writing process with an emphasis on fluency. Students learn to develop and structure ideas in writing through a variety of one-page assignments and longer papers, and through discussions of grammar, mechanics, spelling and usage. 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. Grade of *C* or better and a passing portfolio are required to pass.

+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.

+ENGL 201. British Literature I 3 credits

A survey of British poetry, prose and drama during the Middle Ages, Renaissance, Restoration and Augustan Age.

+WI-ENGL 202. British Literature II 3 credits

A survey of Romantic, Victorian, and Modern British poetry, prose and drama.

+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.

+ENGL 211. American Literature II 3 credits

A survey of American literature from the Civil War to the present, emphasizing cultural identity and diversity.

ENGL 215. Practical Grammar and Punctuation

1 credit

An introduction to basic grammatical concepts with a focus on how they can be applied to editing and proof-reading. Specific material for the class will be drawn from students' writing, and content will be determined based on problem areas in that writing.

ENGL 216. Expository and Persuasive Writing

3 credits

Intermediate writing workshop emphasizing analytical writing and thinking skills with a focus on audience awareness. Further work on analyzing a topic, focusing on a dominant idea, organizing for effectiveness, and revising for clarity and conciseness. Prerequisite: ENGL 101.

ENGL 217. Written Business Communication

3 credits

Practical strategies for creating effective business letters, memos, and short reports. Emphasis is on practice and problem-solving through the use of simulated business problems. Prerequisite: ENGL 101.

ENGL 218. Technical Writing

3 credits

Practical strategies for producing technical documents which are precise, detailed, accurate and functional. Forms may include definitions, descriptions, instructions, processes, proposals, and reports. Prerequisite: ENGL 101.

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

+ENGL 220. African American Literature

3 credits

An exploration of African American experience and identity through literature, drawing on forms such as slave narratives, sermons, spirituals and the blues, as well as on poetry, fiction, drama and the essay.

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

3 credits

A survey of literature written in English from such places as the Caribbean, Canada, Australia, India, West and East Africa and South Africa, exploring questions such as colonial attitudes toward the "mother" country, racism and exploitation, and the establishment of national identity through literature.

+ENGL 222. Women's Literature

3 credits

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

+ENGL 223. Ethnic American Literature

3 credits

An examination of the ethnic experience of America as mirrored in literature.

+WI-ENGL 303. Shakespeare

3 credits

A critical examination of Shakespeare's major poetry, comedies, histories, tragedies, and romances.

+ENGL 304. Renaissance Literature

3 credits

A critical examination of major poetry and drama of 16th- and 17th-century England. Writers may include Sidney, Spenser, Shakespeare, Marlowe, Jonson, Donne, Herbert, Herrick, Marvell and Milton.

+ENGL 307. Romanticism

3 credits

A critical examination of the poetry and fiction that emerged from the revolutionary spirit that swept through Europe and America at the end of the 18th and beginning of the 19th centuries.

+ENGL 309. Victorian Literature

3 credits

A critical examination of British fiction and poetry from the 1830s to the end of the century. Writers may include the novelists Dickens, Thackeray, the Brontes, Eliot and Hardy, and the poets Tennyson, the Brownings, Arnold, Hopkins, the Rossetts, Wilde and Swinburne.

+ENGL 310. Nineteenth-Century Fiction

3 credits

A critical examination of the novel in the U.S., Great Britain, and on the Continent, considering questions such as why the novel becomes so important in the

+ = Applicable toward general education degree requirements

wi = Writing intensive course

West, what distinguishes the novels of different countries from each other, and what characteristics these novels share.

ENGL 313. Introduction to Linguistics 3 credits

A systematic study of the English language including phonetics and phonology, morphology, and syntax. Course includes a survey of language-related issues.

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. Prerequisite: ENGL 101.

ENGL 317. Creative Writing

Workshop 2–3 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. Course has specific applications for students tutoring writing in the Academic Support Center. Instructor approval required.

ENGL 319. Environmental Writing 3 credits

An examination of the student's view of the nature of place through writing. Course also explores the character of literary natural history and surveys contemporary authors who write it. 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; early- and mid-20th-century poets such as Pound, Williams and Hughes; and contemporary poets such as Rich, Ginsberg and Jordan.

+ENGL 343. American Realism and Naturalism 3 credits

An exploration of realism and naturalism in context of social changes and scientific beliefs in the late 19th- and early 20th-century America. Writers may include Twain, Howells, James, Chopin, Wharton, Gilman, DuBois, Washington, Norris, Crane and Dreiser.

+ENGL 344. Modernism 3 credits

An intercultural and multinational examination of "modern" forms, concepts, and sensibilities during the early 20th century. Writers may include Joyce, Woolf, Hemingway, Faulkner, Mann, Toomer, Yeats, Eliot, Pound, Stevens and O'Neill.

+ENGL 345. Twentieth-Century Fiction 3 credits

A critical examination of the distinguishing characteristics of modern fiction from Britain, Europe and the Americas, possibly considering the formal properties of the novels as well as modern cultural and social issues.

+ENGL 346. Contemporary Fiction 3 credits

A study of fiction in the last 25 years.

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.

+ENGL 360. Advanced Topics 3 credits

An advanced study of specific literary forms, themes, movements or authors. Topics will be announced each semester the course is offered.

ENGL 400. Writing Internship 1–6 credits

Supervised experience working as a writer in a professional environment. Competitively selected candidates will keep a journal, write a summative reflective paper and submit a portfolio of written work.

WI-ENGL 401. Senior Seminar 3 credits

A capstone to the major in English. A general course topic and core readings provide the foundation for a research paper which uses critical and scholarly methods to explore a student-selected topic.

Environmental Management

Environmental Management is an interdisciplinary program incorporating courses in business, political science, biology and chemistry. Students are required to complete an internship.

Requirements for a Bachelor of Arts Degree with a Major in Environmental Management: ENVR 311, 316, 333, 335, 341, 360; ACCT 201, 202; BUS 205, 303, 309, 310; CHEM 105, 106, 207, 209; BIOL 103, 104, 307; ECON 201, 202; ENG 218; MATH 151; PSCI 101 or 102, 370.

Course Descriptions

+ENVR 311. Environmental Ethics 3 credits

Discusses environmental issues, analyzes the philosophical and theological responses and challenges students to draw their own critical conclusions. Prerequisite: PHIL 101 or THEO 101 or instructor permission. (Same as THEO 363, PHIL 311)

ENVR 316. Toxicology 3 credits

Introduction to nomenclature, principles, and scope of toxicology. The fate and effects of organic and inorganic toxicants in the environment, in animals and in various test systems. Prerequisites: BIOL 103, 104; CHEM 105, 106. (Same as BIOL 316)

ENVR 333. Environmental Chemistry 4 credits

In-depth study of the environment using chemical principles. Covers sources, reactions, transport, effects and fates of chemical species in water, soil and air environments. Lab provides experience with environmental sampling and analysis techniques. Prerequisites: CHEM 207, 209. (Same as CHEM 333)

ENVR 335. Environmental Economics 3 credits

Causes, effects and possible cures of air and water pollution problems, solid waste disposal, resource and land use. The "energy crisis" in light of basic economic principles and tools such as transformation curves, supply and demand pricing, social costs and marginal and cost-benefit analysis. Recommended prerequisites: ECON 201, 202. (Same as ECON 335)

ENVR 341. Internship in Environmental Management 3 - 6 credits

Junior or senior standing and permission of program director.

ENVR 360. Environmental Law and Regulations 3 credits

Examination of environmental and natural resources, policies and issues. Emphasis on the impact of regulatory policy and politics, federalism, the courts and administration of environmental and natural resource policies. Prerequisites: PSCI 101, 102. (Same as PSCI 360)

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. For information on education courses required for a teaching major see the Education Department section.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

French

See Languages and International Studies

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 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.

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 Education

Requirements for a Health Education Minor or second teaching area which includes the requirements for the K-12 Health Endorsement: HED 201, 203, 205, 303; PED 206, 340; PSYC 201, 205 or PHIL 342; SOC 321. Education courses required for teaching are found in the Education Department section.

Course Descriptions

HED 201. Foundations in Health Education **2 credits**

Study of personal and community health, including emotional health, disease prevention, drug use, and sexuality. Prerequisites: PED 149, sophomore status.

HED 203. Consumer Health **2 credits**

Study of the use and purchase of health-related goods and services with emphasis on recognition of quackery and consumer protection strategies.

HED 205. Community and Public Health Concepts **2 credits**

Overview of public and community health systems and programs with emphasis on resources, protection and care of the individual and family, funding and careers.

HED 207. Women's Health **3 credits**

Explores women's health issues within a contemporary and historical context utilizing related biological, political, social, religious and economic perspectives.

**HED 303. Methods and Materials
in Health Education**

3 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 aids and resources, and application of assessment and evaluation.

Health, Physical Education and Sport Science

Core Requirements for Majors in General Physical Education, Physical Education Teaching, Fitness and Sports Management:

PED 149, 260, WI-361, 363, 390; BIOL 202; swimming test upon entrance to the program.

Core Requirements for Athletic Training Majors:

PED 149, 260 (or PSYC 403), WI-361, 390, 404; BIOL 202.

Non-Teaching Majors

Requirements for Fitness Majors: Core requirements and CSCI 120; PED 151 or 203, 155, 158, 206, 208, 214, 225, 255, 280, 305 (has prerequisites of ACCT 201 and ECON 201), 308, 340, 400, 416, 417; PSYC 284 or 305.

Requirements for Sports Management Majors: Core requirements and ACCT 201; ART 231; BUS 205, 309, 310; CSCI 120; ECON 201, 202; PED 305, 416, 417; six credits from BUS 316, 323, 325; PED 206, 214, 300.

Requirements for General Physical Education

Majors: Core requirements and PED 113, 206, 220, 221, 222, 280, 304, 416, 417; PED 210 and 309, or PED 316 and 331; one of PED 200, 300, 400; one of PED 211, 212, 214, 301; PED 415 or PSYC 213; HED 201.

Requirements for Athletic Training Majors: Core Requirements and BIOL 204; HED 201; PED 206, 335, 338, 340, 348, 358, 406; PSYC 284 or 305; SOC

213. **Recommended** but not required: CHEM 103 or 105; PHYS 203; PHIL 310 or THEO 401; PED 280.

Prior to application, students are required to have completed a minimum of 50 clinical hours under the direct supervision of a NATA certified athletic trainer in an athletic training setting in which the student has the opportunity to observe, participate and learn about the role and function of an athletic trainer.

Admissions Procedures for Athletic Training

1. Students must be admitted to St. Ambrose to be eligible to apply for admission to the Athletic Training Program. Application forms are available in the Health, Physical Education and Sport Science Department during the fall semester.

2. Application materials must be received by the Athletic Training Office by March 1.

3. Successful completion of one full year of human anatomy and physiology and a care and prevention of injury course for athletic trainers must be documented by acceptance date. Student may be enrolled in these courses at the time of application, but must successfully complete the courses by June 1.

4. Successful completion of a First Aid and CPR course or documentation of equivalent training by June 1 is required.

5. Students must show successful participation (i.e. accumulation of a minimum 50 hours) in the clinical observation program in athletic training within the past year.

6. Students must possess a minimum cumulative GPA of 2.5, and minimum of 3.0 in the athletic training prerequisite and core classes. Transfer students must submit copies of all transcripts to the Records and Registration Office by the March 1 deadline.

Transcripts are considered part of the application and are necessary to determine admission and placement.

Students who meet these basic criteria are invited to an on-campus interview. Based on this interview and other departmental criteria, the most qualified candidates will be accepted into the program. All candidates will receive written notification of outcomes no later than June 1.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

To sit for the National Certification Exam, 1500 clinical hours under the direct supervision of a certified athletic trainer are required. These hours must be accumulated within a minimum of two years but no more than five years. With proper planning, a student should be able to satisfy this requirement within their college career.

Teaching Majors

All students should apply for admittance to the Education Department after completing EDUC 205 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.

Membership in the state level association for health, physical education, recreation, dance and/or the state education association is strongly recommended.

Requirements for Physical Education Teaching

Majors: Core requirements and PED 113, 206 (or current certificate in first aid/CPR), 210, 220, 221, 222, 280, 300, 301, 304, 308, 309, 311, 316, 331, 412, 415; Education courses: EDUC 205, WI-301, 284, 308, 309, 433; HED 201; one of HIST 111, 112, PSCI 101, 102; PSYC 310; SOC 300.

Requirements for a second teaching area which includes requirements for the K-6 Health

Endorsement: Completion of course requirements for an approved teaching major and 24 credits including HED 201, 203, 205, 303; PED 149, 206, 304, WI-340, 361 or BIOL 202; PHIL 342 or PSYC 205; PSYC 201; SOC 321. Education courses required for teaching are found in the Education Department section.

Requirements for a Physical Education Minor:

24 semester credits including PED 206, 309, 331, 311 or 412, 316. Recommended: HED 201; PED 113, 210, 301, 304.

Requirements for a Health Education Minor:

24 semester credits including HED 201, 203, 205, 303; PED 149, 206, 340; PSYC 201, 205; SOC 321.

Athletic Coaching

Requirements for Coaching Authorization: The State of Iowa requires four major courses to receive a coaching authorization: EDUC 284; PED 308, 361, 412 or a coaching course.

Course Descriptions

A medical certificate of physical fitness is required of all students who participate in any physical education 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**
2 credits ACCEL format only

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.

Lifetime Activity Courses

Activity classes cover the theory and practice of the sports listed, including skill fundamentals, strategy and rules, safety and consumer practices.

+PED 100. Beginning Swimming **1 credit**

+PED 101. Fitness Swimming **1 credit**

Develops physical fitness through use of water. Emphasis on cardiovascular endurance through water aerobic exercises and lap swimming. Prerequisite: Beginning swimming level skills.

+PED 120. Conditioning & 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 instructor.

+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**

Basic introduction to modern dance with emphasis on technique developed through exploration of the elements of dance, including space, time and energy.

+PED 212. Beginning Jazz Dance **2 credits**

Introduction to jazz dance—emphasis on techniques developed through elements of jazz dance.

+PED 214. Aerobic Dance **2 credits**

Designed to develop physical fitness through movement. Emphasis on cardiovascular endurance, heart rate and healthful living through exercise.

Professional Development Courses

PED 113. Introduction to and History of Physical Education **2 credits**

Acquaints students with profession of physical education as a career.

PED 206. First Aid **2 credits**

Safety awareness as an individual and as a member of society. Red Cross certification upon successful completion of first aid and cardiopulmonary resuscitation.

PED 210. Games and Rhythms **2 credits**

Participation in games and rhythms related to elementary school children. Adaption of activities to specific grades. Minimal time on lesson plans, unit outlines, teaching methods and playground supervision.

PED 220. Skills I **2 credits**

Physical education majors/minors only. Develops motor skill abilities in three activities. Sports include tennis, badminton and volleyball. Should be taken freshman or sophomore year.

PED 221. Skills II **2 credits**

Physical education majors only. Develops motor skill abilities in three activities. Sports covered include golf, archery, bowling. Should be taken freshman and/or sophomore year.

PED 222. Skills III **2 credits**

Physical education majors only. Develops motor skill abilities in three activities. Sports covered include soccer, team handball or pickleball, and fitness. Should be taken freshman and/or sophomore year.

PED 225. Clinical Fitness I **1 credit**

Majors only. Focus on developing skills necessary to conduct fitness and health risk assessments and to interpret and utilize results to plan programs for individual and groups. Prerequisites: PED 149, 225.

PED 255. Clinical Fitness II **1 credit**

Majors only. Approaches to design, development and evaluation of fitness programs with emphasis on techniques appropriate for conducting needs assessments, developing program goals and objectives, administering formative and summative program evaluations. Prerequisites: PED 149, 225.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

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 280. Introduction to Special Physical Education **3 credits**

Approaches general program development related to impairments, disabilities, and handicapped conditions in the mentally, physically, and emotionally disturbed.

PED 300. Advanced Swimming (Lifeguarding) **2 credits**

Knowledge and practical experience in lifeguarding skills. The American Red Cross Certification for Lifeguarding, CPR for the Professional Rescuer, and First Aid will be given to those who successfully complete the necessary requirements.

+PED 301. Square, Folk, and Social Dance **2 credits**

Development of knowledge and skill in folk and national dances, American country dances, and social 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 administrators and staff, policies, teaching load, indoor and outdoor facilities, purchase and care of equipment, budget and finance, office management, liability, and interschool athletics.

PED 305. Sports Management **3 credit**

Principles and theory of management relating to sports facilities and corporation wellness centers. Prerequisite: ACCT 201; ECON 201.

PED 308. Introduction to Care and Prevention of Athletic Injuries for the Non-Training Major **2 credits**

This course is designed to meet the needs of the coaches or non-athletic training majors by giving an overview of the care and prevention of some common athletic injuries. The course will offer hands-on introduction to various taping and bracing techniques utilized in the athletic setting.

PED 309. Elementary Physical Education Methods **2 credits**

Basis for planning a total program of physical education for elementary school children. Progressions within activities, techniques or organization and methods of teaching appropriate for elementary age children. Emphasis placed on child development and related activities. Prerequisite: Sophomore status, major in the department or elementary education major.

PED 311. Practicum: Teaching **1 credit**

Supervised student teaching on the college level. Open only to physical education majors and minors. Prerequisite: PED 309 or 331. Placement must be approved by department chair. Regular grade or Pass/No Pass option.

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. Majors/minors only. Prerequisites: PED 220, 222, 309 or 331.

PED 321. Coaching Football **2 credits**

Basic principles and practices underlying modern football coaching.

PED 322. Coaching Basketball **2 credits**

Basic principles and practices underlying modern basketball coaching.

PED 323. Coaching Track **2 credits**

Basic principles and practices underlying modern field and track coaching.

PED 324. Coaching Baseball 2 credits

Basic principles and practices underlying modern baseball coaching.

PED 325. Coaching Volleyball 2 credits

Basic principles and practices underlying modern volleyball coaching.

PED 331. Principles and Methods of Secondary Physical Education 2 credits

A study to investigate and evaluate methods involved in teaching physical education at the secondary level, and learn to develop a daily lesson plan, a unit, and a curriculum calendar.

PED 335. Care and Prevention of Athletic Injuries for the Athletic Training Major 3 credits

First in a series of athletic training courses that introduces basic principles and techniques in the care and prevention of athletic injuries. Allows the student athletic trainer to gain a working knowledge of the basic skills required to become a certified athletic trainer. Prerequisites: Acceptance into Athletic Training Program; BIOL 202, 204.

PED 338. Therapeutic Modalities in Sports Medicine 1 credit

One class in a series of athletic training courses designed to introduce the student athletic trainer to various therapeutic modalities used in the athletic and clinical setting. Allows student to learn how the various modalities work, both mechanically and physiologically, as well as offering hands-on training with a variety of modalities. Prerequisite: PED 335 with a *C* or better.

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.

PED 345. Athletic Training Evaluation I: Lower Extremity 3 credits

Instruction in gait and posture analysis, clinical anat-

omy, evaluation techniques and problem-solving approaches to recognizing lower extremity injuries and skin disorders. Students learn to perform evaluations, begin developing treatment plans and properly document injury notes.

PED 348. Recognition and Treatment of Athletic Injuries 3 credits

Scientific approach to identifying injuries of all joints. Also, the scientific basis of how different therapeutic modalities work and their appropriate application to injury. Prerequisite: PED 338 with *C* or better.

PED 358. Rehabilitation Techniques in Athletic Training 2 credits

Scientific basis of how tissues heal, current techniques of surgery to repair injury, and rehabilitation measures specific to each joint of the body. Prerequisite: PED 348 with *C* or better.

WI-PED 361. Kinesiology 3 credits

Study of skeletal and muscular systems of the body as related to motion. Analysis of muscle function in performance of physical education activities. Prerequisite: BIOL 202.

+PED 362. Varsity Athletics 1 credit

Maximum of four semester credits allowed toward the 120 degree credits. Pass/No Pass course.

PED 363. Legal Aspects of Sport 2 credits

Covers the legal aspects related to sport, sport facilities, programs, and personnel, including tort law, liabilities, and negligence. Prerequisite: PED 304, 305 or instructor permission.

PED 384. Practicum in Physical Education for Mentally Handicapped 3 credits

Experience in local schools with physical education programs for mentally handicapped. Emphasis placed on mainstreaming with some integrated program development. Prerequisites: Junior status, PED 280, or instructor permission. Regular grade or Pass/No Pass option.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

PED 385. Practicum in Physical Education for Physically Handicapped **3 credits**

Experience in local schools and hospitals with therapeutic and activity programs of physically handicapped. Emphasis on mainstreaming and segregated programs. Prerequisites: PED 280, junior status, or instructor permission. Regular grade or Pass/No Pass option.

PED 390. Exercise Physiology **3 credits**

A theory to practice course relating the principles of physiology to exercise. Lab and research assignments. Prerequisites: BIOL 202, department major, or instructor permission.

+PED 400. Water Safety Instructor's Course **2 credits**

Prerequisite: American Red Cross Intermediate, Level VII or equivalent skill level.

PED 404. Organization and Administration of Athletic Training Programs **3 credits**

Principles and theory of organization, administration, and management of athletic training programs. Special emphasis on specific qualifications required of an athletic trainer, facilities, budgets, equipment and supplies, sports medicine liability, medical policies and procedures, insurance and other trends in athletic training administration. Prerequisites: PED 335, 338, 348, 358.

PED 406. Senior Seminar in Athletic Training **1 credit**

A capstone seminar focusing on current trends and issues in athletic training, with emphasis on career development, employment opportunities, professional organizations, continuing education requirements, contract negotiation and informational resources such as World Wide Web and computer programs. Prerequisite: Senior standing in Athletic Training Program.

PED 412. Practicum Coaching **1-2 credits**

Supervised coaching in local elementary, junior high or high schools. Open only to students majoring, minor-ing or seeking coaching endorsement in physical education. Prerequisite: Instructor permission. Regular grade or Pass/No Pass option.

PED 414. Independent Research **1-3 credits**

For majors only. Research in major concentration of the Health, Physical Education and Sport Sciences Department. Prerequisite: Junior or senior in the department and permission of department chair.

PED 415. Tests and Measurements **3 credits**

Evaluation as a part of teaching, statistical techniques, construction, and use of motor and knowledge tests, criteria for test selection. Prerequisite: MATH 121.

PED 416. Internship I **3 credits**

For physical education non-teaching majors. A practicum in sports management, wellness programs, park and recreational management, YMCA/YWCA work, and/or other assignments to develop first-hand knowledge and experience in pertinent areas. Prerequisite: Junior status in non-teaching sports management, general physical education, or athletic training. Regular grade or Pass/No Pass option.

PED 417. Internship II **3 credits**

For physical education non-teaching majors. A practicum in sports management, wellness programs, park and recreational management, YMCA/YWCA work, and/or other assignments to develop first-hand knowledge and experience in pertinent areas. Prerequisite: PED 416. Regular grade or Pass/No Pass option.

History

Requirements for a Major: 33 semester credits including HIST 101, 102, 111, 112, 400, and 18 additional semester credits of history above the freshman level, including at least one of the following: HIST 220, 225, 230, 235.

Requirements for a Minor: HIST 101, 102, 111, 112 and three additional semester credits of history above the freshman level.

Requirements for a Teaching Major: Students majoring in history and expecting to qualify for a certificate to teach history on the secondary level are required to take HIST 101, 102, 111, 112, 400, and 18 additional semester credits above the freshman level, including at least one of the following: HIST 220, 225, 230, 235. The remaining credits should include a minimum of nine credits from U.S. history courses and a minimum of six credits from world history courses.

Students are encouraged to take courses from other related areas but especially from the other social sciences. It is necessary to maintain a grade-point average of 3.0 in history with no grade lower than a *C*. Education courses required for a teaching major are found in the Education Department section.

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 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 240. History of Sport and Recreation **3 credits**
A survey of the history of sport and recreation in selected world societies from ancient times to the present. The roles sport and recreation have played as agents of politics, religion, culture, education, diplomacy, and war will be studied, with particular emphasis upon the modern era.

+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)

+ = Applicable toward general education degree requirements

wi = Writing intensive course

+HIST 310. Greece and Rome 3 credits

History and culture of Greece and Rome during the classical era.

+HIST 315. Advanced Topics in History 1 - 3 credits

Advanced topics in world and American history.

Variable content. Prerequisite: Sophomore standing and instructor permission.

+HIST 317. The Middle Ages: 300 to 1300 3 credits

Europe from the end of the Western Roman Empire to the beginnings of the national monarchies.

+HIST 319. The Renaissance and the Reformation 3 credits

Europe from the development of national monarchy to the end of wars of religion.

+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: Sophomore standing 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: Sophomore standing 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: Sophomore standing or instructor permission.

HIST 356. Colonial America and the Atlantic World 3 credits

An advanced survey of colonial American history from the first European encounter with the New World to

1760. Spanish, Portuguese, English and French settlement in the Americas will be investigated, with special attention to the religious, economic, social and political history. A comparative investigation of slavery in the Americas has been integrated. Prerequisite: Sophomore standing or instructor permission.

HIST 360. Revolutionary America: 1776 to 1836 3 credits

The beginnings of the new nation and its coming of age.

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.

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.

HIST 363. United States Since World War II 3 credits

America's rise to world power and the ramifications at home and abroad.

+HIST 366. Minorities in America 3 credits

Historical, cultural, and sociological aspects of groups in society characterized by discrimination and lack of power. Includes Native Americans, Black Americans, Spanish-speaking Americans, immigrant groups and women. Prerequisite: SOC 101 or instructor permission. (Same as SOC 366)

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 Ambrose Institute of Industrial Engineering offers an accredited four year program leading to a Bachelor of Science in Industrial Engineering (BSIE) degree.

The curriculum and individual courses are designed to teach the student to think clearly and broadly, and thus be a successful contributor well into the next century. Modern technological developments such as the application of computers in design, manufacturing, and process planning are stressed. The vital role played by people in achieving superior performance in an organization is given major emphasis.

Practical Experience

The student is required to obtain practical experience in the field while pursuing a degree in industrial engineering. The following practical experience alternatives are offered:

1) Part-time Employment. Students working part-time in positions relating to industrial engineering will be given credit toward this requirement.

2) Cooperative Program. A cooperative education program may be available for qualified students who want to become involved in a structured plan of alternating semesters of work and academic study.

3) Employer-Sponsored Work Study Programs. The Industrial Engineering program offers day and evening classes to allow full-time employed persons to enroll in courses. The sequence in which students take courses will be determined by faculty advisors.

4) Senior Year Project. Students in industrial engineering who have not participated in a cooperative program or have not experienced appropriate part-time employment may fulfill the practical experience requirement by successful completion of a senior year individual project in which problem-solving or design skills are applied in actual organizations.

Accreditation and Standards

The Industrial Engineering Program is accredited by the Engineering Accreditation Commission of the Accreditation Board of Engineering and Technology. ABET is a nation-wide federation of engineering professional societies which represent more than 1.8 million engineers. It establishes criteria for accreditation of engineering educational programs, examines engineering educational programs upon request and accredits those meeting the established criteria. This assures that students' investment in education is protected.

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, 306; CHEM 103 or 105.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

Engineering Courses (62 credits): IE 110, 290, 295, 300, 304, 315, 335, 340, 350, 351, 375, 400, 415, 450, 490, 201, 301, 401; ENGR 220, 302; ENGR 303 or 310 or 312.

Humanities, Social Sciences and Other Courses (37 credits): CSCI 195; ECON 101, 201 or 202; ENGL 101; ENGL 217 or 218; PHIL 207 or 305; PED 149; PSYC 105; one of IS 201, 202, 203, or 204 (or foreign language elective and literature elective); fine arts electives (four credits); history elective; philosophy or theology elective; theology elective; communication elective.

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 laboratory 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 or instructor permission.

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: Completion of four 200-level or higher IE courses, or instructor permission.

IE 310. Materials Science 3 credits

Crystal structure and mineralogy, imperfections and bondings in solids, relation of structure to properties. Mechanical, electrical, and thermal behavior of materials. Mechanisms of deformation and transformation.

Prerequisites: CHEM 103 or 105, PHYS 251. (Same as ENGR 310)

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 or instructor permission.

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. Prerequisites: IE 295, MATH 300, or instructor permission.

IE 340. Ergonomics and Occupational Safety 3 credits

Ergonomics focuses on human capabilities and the interfaces between individuals and their environment. Concepts from signal detection theory, anatomy, physiology and controls are presented and then used to solve design problems in a wide variety of applications. Prerequisite: MATH 300 or instructor permission.

IE 350. Operations Planning, Scheduling and Control 3 credits

Addresses those activities in an organization that are directly related to producing goods or providing services. Planning, execution, and control of functions are examined. The focus is on organizational processes in which people, capital, and material (inputs) are combined to produce services and goods (outputs). Such processes may be found in banks, factories, stores, hospitals, etc. Subjects include forecasting, capacity planning, operations design, scheduling, and quality control. Prerequisites: IE 295, 300, or instructor permission.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

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, 304, 315, 335, 350; or instructor permission.

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, or instructor permission.

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 for decision-making. Simulation is presented as an integrated subject in which the methodology of simulation, model building, verification, validation, and execution are addressed. Prerequisites: MATH 391, or instructor permission.

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. Prerequisites: IE 304, junior status in industrial engineering, or instructor permission.

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. Prerequisites: Senior status in industrial engineering or director approval.

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. Prerequisite: Senior status in industrial engineering or director approval.

IE 201, 301, 401. Industrial Engineering Seminar 0 credits

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.

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 Department of Education 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 St. Ambrose 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.

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.

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 (two credits); 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.

+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. Fulfills both language and literature requirement.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

+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 of which are written in English originally. Prerequisite: Sophomore standing or instructor permission.

+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. Meets language requirement but not literature requirement for general education.

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. Teaching majors need to complete 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, 102. First Year French **4 credits**

Acquaints the student with French through experiences in the five language skills of understanding, speaking, reading, writing and culture.

+FREN 201, 202. Second Year French **3 credits**

Review and greater mastery of written and spoken French. Readings of French texts. Prerequisites: FREN 101, 102; two years of high school French or equivalent.

+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 composition skills. Readings on contemporary French culture. Prerequisites: FREN 201, 202; four years of high school French or equivalent.

+FREN 302. French Composition and Conversation II **3 credits**

Continuation of FREN 301 with greater emphasis on conversational skills and use of some colloquial French. Readings of French texts. Prerequisites: FREN 201, 202; four years of high school French or equivalent. Recommended: FREN 301.

FREN 310. Special Topics in French **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: FREN 301, 302.

FREN 320. Independent French **1–6 credits**

Department approval. Repeatable. Prerequisites: FREN 301, 302; five years of high school French or equivalent.

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. Teaching majors need to complete 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.

Undergraduate Programs

Course Descriptions

+GERM 101, 102. First Year German 4 credits

Acquaints the student with German through experience in the five language skills of understanding, speaking, reading, writing and culture.

+GERM 201, 202. Second Year German 3 credits

Oral practice. Grammar review. Vocabulary development. Prerequisites: GERM 101, 102; two years of high school German or equivalent.

+GERM 301. German Composition and Conversation I 3 credits

Advanced study of grammar, style and syntax. Development of both written and oral skills. Emphasis on acquiring composition skills. Readings from collections of short stories. Prerequisites: GERM 201, 202; four years of high school German or equivalent.

+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, both literary and topical. Prerequisite: GERM 301.

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.

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 378. Teaching majors need to complete a program of study approved by the Language and Education Department chairs. Recommended: At least one year of a second language.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

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 101/102. First Year Spanish 4 credits

Acquaints the student with Spanish through experience in the five language skills of understanding, speaking, reading, writing and culture.

+SPAN 201, 202. Second Year Spanish 3 credits

Review of fundamentals. Wider mastery of Spanish idiomatic usage, oral and aural skills. Reading of Spanish texts. Prerequisites: SPAN 101, 102; two years of high school Spanish or equivalent.

+SPAN 301. Spanish Composition and Conversation I 3 credits

Development of written and oral skills through writing compositions and discussing reading materials in Spanish. Prerequisite: SPAN 202 or equivalent.

+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. Selected Works in Spanish Literature 3 credits

Readings of Spanish texts written from the 12th century to 1700. Discussion of works and their importance in Spanish literature and culture. Prerequisite: SPAN 202 or equivalent.

+SPAN 304. Selected Works in Spanish Literature 3 credits

Readings of Spanish texts written from 1700 to the present. Emphasis on Golden Age and modern texts. Prerequisite: SPAN 202 or equivalent.

+SPAN 305. Selected Readings from Latin American Literature 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 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.

SPAN 320. Independent Spanish 1-18 credits

Department approval. Repeatable. Prerequisites: SPAN 301, 302; five years of high school Spanish or equivalent.

Latin

See Languages and International Studies

Learning Skills

LS 090. Pre-College Reading and Study Skills **3 credits***

Reading and study skills class required of students who place below a certain level on the Nelson-Denny Test. It emphasizes listening skills, vocabulary skills, text-book reading skills, effective memory techniques, and how to be a better overall reader. Students in this course will 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.

*Institutional credit only. This will satisfy financial and eligibility requirements.

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 those study skills which characterize successful academic behavior, including listening, note-taking, test-taking, studying, and time management skills. Offers analytical reasoning and problem-solving as aspects of the learning process and the use of writing as a mode of understanding text. Elective credit only. A competency level of *C* is required before a student may enroll in a higher level course.

LS 201, 202, 203. Advanced College Reading **1 credit per course**

Three-credit course offered spring semester. Course is divided into three five-week one-hour courses in vocabulary, rate and comprehension, and 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 **2–4 credits**
Student will serve as a supplemental instruction leader for a designated course. Enrollment only permitted by the SI supervisor.

Mathematics

Requirements for a Bachelor of Science with a Major in Mathematics: 35 semester credits in mathematics including MATH 191, 192, 290, 300, 370, 380; five courses from: MATH 291, 301, 320, 330, 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 mathematics at the level of MATH 191 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, 380, one 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.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

Course Descriptions

MATH 100. 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. Fulfills credits towards 120 hour requirement, but cannot be used to fulfill general education requirements. Competency level of *C* is required to enroll in higher level courses.

+MATH 110. 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 100 or equivalent score on placement test.

+MATH 121. Intermediate Algebra **3 credits**

Sets, the number line, properties of real numbers, algebraic operations, linear equations and inequalities, factoring, rational expressions and equations, radical expressions and equations, quadratic equations. Prerequisite: MATH 100 or appropriate 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 their solutions. Sequence and series of real numbers. Prerequisite: MATH 121 or appropriate score on placement test.

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 concurrent registration, or two units of high school algebra.

MATH 160. Mathematics for Management and Economics **3 credits**

For pre-MBA students. Functions, graphs of elementary functions, matrices and determinants, systems of linear equations. Emphasis on applications to management, decision-making and economics. Prerequisites: MATH 121 or equivalent, and approval of the MBA program dean.

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 functions: rules, graph and tables. Prerequisite: MATH 121, appropriate placement test score, or three years college prep high school mathematics.

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 and 152 or 171, or appropriate placement test score. MATH 152 may be taken concurrently.

MATH 192. Calculus and Analytic Geometry II **4 credits**

Techniques of integration, hyperbolic functions, polar coordinates, conic sections, improper integrals, L'Hopital's rule, Taylor's expansion, infinite series. 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**

Finite probability models, random variables, important discrete and continuous distributions, descriptive statistics. Point estimation, confidence intervals and test of hypothesis. Prerequisite: MATH 192 or permission of instructor.

MATH 301. Probability and Statistics II **3 credits**

Planning and analysis of statistical data. Analysis of variance for factorial, blocked, and latin-squares experimental designs. Simple and multiple regression. 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 330. Numerical Analysis **3 credits**

Errors and error propagation. Numerical methods for solving equations in one variable. Solving linear systems. Introduction to nonlinear systems. Taylor polynomial approximation. Numerical integration and differentiation. Prerequisites: CSCI 170 or 210; MATH 290. (Same as CSCI 330)

MATH 340. Secondary Math Methods **3 credits**

Limited to candidates for secondary teaching certificate. 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 two hours a day, two times a week in the classroom. A minimum of two field components (80 hours) are 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.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

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 students of mathematics. 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 deterministic models: linear, integer, and dynamic programming. Graphical, algebraic, and computer solutions to real world problems. Duality of linear programming models and sensitivity analysis. Prerequisite: MATH 280.

MATH 391. Operations Research II **3 credits**

Emphasis on probabilistic models: decision theory and games, scheduling, inventory, queuing, and simulation. Solutions to real world problems developed using hand computations and computer software. Prerequisites: MATH 280, 300.

MATH 400. Topics in Mathematics **3 credits**

Selected topics in pure or applied mathematics. Prerequisites: Junior or senior status and consent of instructor.

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 mathematics education for graduate students in education and mathematics 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 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, and 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.

Requirements for Bachelor of Music Education

Degree (K–12): MUS 201, 202, 207, 208, 235, 237, 238, 239 or 240, 301, 302, 307, 308, 319, 320, 323, 324, 325, 326, 327, 401, 407; eight semester credits of applied major; seven semester credits of major ensemble (band or choir) with participation each semester of enrollment; two semester 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

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 will be reinforced and enhanced through keyboard and ear training exercises.

+MUS 102. Guitar Class* **1 credit**

Beginning instruction in guitar performance. No previous knowledge of guitar or music needed. For non-music majors only.

+MUS 103. Applied Music (Voice or Instrument)* **1 credit****+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. For fees, see Expenses section. Prerequisite: Permission of instructor.

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. Baritone |
| f. Cello | m. Trumpet | horn |
| g. String Bass | n. Trombone | |

+MUS 110. Music Orientation **2 credits**
3 credits ACCEL format only

Designed to acquaint students with a listening appreciation of music, musical form, and musical history. For non-majors.

+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 112. Miriam Singers **1 credit**

Women's choir which studies and performs significant choral literature of all periods and styles. No audition required, prior choral experience helpful. Participation for two semesters is a prerequisite for auditioning for MUS 111. Maximum of eight credits may be used toward a degree.

+MUS 113. Stamvoja **1 credit**

Vocal jazz performing ensemble. Membership by audition.

+MUS 115. Music in Culture **2 credits**

A listening course exploring the role of music in several world cultures. Recommended for non-majors.

+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 120. Jazz Appreciation **2 credits**

Presentation and analysis of American jazz, including listener's understanding of various styles from blues to modern rock.

+MUS 121–127. Ensemble* **1 credit**

Ensemble work in the following groups:

121. Vocal Ensemble
122. String Ensemble

+ = Applicable toward general education degree requirements

wi = Writing intensive course

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.

**Non-majors may use any combination of MUS 103 and 303, or 111–114, 116–119, 121–127 totaling four credits (but no more than three of either type) to apply to general degree requirements.*

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 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 freshmen 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 301, 302. Advanced Harmony **2 credits**

Seventh chords, dominant ninth, 11th and 13th chords, sequences, non-chord tones, chromatically altered chords and chromatic modulation.

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.

+MUS 310. Music in Liturgy **3 credits**

The history and development of Christian worship with special emphasis on musical traditions. 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)

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 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 Apprenticeship **1 credit**

An independent conducting apprenticeship in vocal or instrumental music involving the preparation and concert direction of one or more pieces. May be repeated once for credit.

MUS 323. Music Materials and Methods **3 credits**

Study of materials, media, and methods used in teaching music in public schools. Prerequisites: MUS 202, 208.

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.

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 the history of music and music litera-

ture 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.

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.

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.

Natural Science

+NSCI 105. Introduction to Physical Science **4 credits**

Selected concepts underlying present understanding of the physical universe. Topics include motion and Newton's Laws, energy, electricity and electromagnetism; chemical structure and reactions; and elements of astronomy and geology. Some lecture demonstration and laboratory experience. Prerequisite: MATH 121 or equivalent.

+NSCI 202. Earth Science **3 credits**

Evolution of earth's land forms. Atmospheres, surface features and interior of the earth. Rocks and minerals. Plate tectonics theory. Two lectures and one laboratory period per week. Prerequisite: Math 110 or 121.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

+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

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.

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. Prepare a proposed course of study with the faculty sponsor and submit it to the Peace and Justice Program coordinator.
3. The coordinator seeks approval of the program by a committee composed of the faculty sponsor, the program coordinator and one other member of the faculty participating in the interdisciplinary program. Changes in the program are subject to approval by the committee.

Philosophy

Requirements for a Major in Philosophy: 33 semester credits including PHIL 101, 201, 207, 217, 360, 365, 367, 405 or 420, 490; 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 philosophic sources to raise questions concerning the self, and the relation of the individual to other persons.

+PHIL 210. Social/Political Philosophy 3 credits

Philosophical analysis of social process as well as an attempt to develop the criteria for judging political institutions. Individuals such as Plato, Aristotle, Aquinas, Hobbes, Locke, Mill and Marx may be considered.

+PHIL 217. History of Ancient Philosophy 3 credits

Introduces the history of western philosophy by examining the positions of, among others, the Pre-Socratics, Plato and Aristotle. Course is a study of philosophical thought characteristic of the period 600 B.C.E. to 400 C.E.

All 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 principles 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, ENVR 311)

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.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

+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-major students 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. It might 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 logics 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 170 or 210; 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 a Bachelor of Science Teaching

Major in Physics (7–12): 32–35 semester credits including the following: ENGR 110 or CSCI 210; PHYS 251, 253, 254, 304, 306, 309, 312, 317, 321, 329. Education courses required for a teaching major are found in the Education Department section.

Requirements for a Teaching Minor in Physics

(7–12): 30 semester credits including ENGR 110 or CSCI 210; PHYS 251, 253, 254, 306, 312, 317; seven hours of physics electives.

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 students in fields such as occupational therapy, bio-psychology, 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. Co-requisite: MATH 192.

PHYS 253. General Physics II: Thermodynamics, Electricity and Magnetism **3 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.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

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 251. (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

Requirements for a Major in Political Science:

27 semester credits of political science including PSCI 101, 102, 213, 307, 308, and 349 or 370.

Requirements for a Teaching Major in American Government (7–12):

36 semester credits including: PSCI 101, 102, 213, 301, 303, 304, 307, 308, 309, 349 or 370, HIST 201, 202. Education courses required for a teaching major are found in the Education Department section.

Requirements for the Pre-Law Certificate Program:

33 semester credits, 27 of which are beyond general education requirements, including: ACCT 201, 202; ECON 202; any 300-level writing or literature course; PHIL 201, 210; any four of PSCI 102, 103, 110, 304, 316, 330, 360. A minimum 2.0 grade-point average is required of the courses needed to complete the program.

Students are strongly encouraged to make the following choices in their general education courses: PHIL 207, 210; HIST 111; PSCI 101 and ECON 201.

Requirements for a Minor in Political Science:

15 semester credits of political science including PSCI 101 and 102.

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.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

+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

Introduction to character and organization of the American legal system. Readings include descriptions of the nature of a legal education and examination of cases and controversies regarding nature of law, proper role of the judicial system, and relationship of law and social change.

PSCI 213. Statistics for the Social Sciences 3 credits

Cross-disciplinary course on how and why social scientists use statistics to describe and interpret information they gather. Lecture and laboratory. Prerequisites: Introductory course in major; MATH 121 or passing grade on screening test. (Same as SSCI 213, SOC 213)

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, indicating development of judicial power and limitations on government.

+PSCI 304. Civil Liberties and the Constitution 3 credits

Leading Supreme Court decisions concerning human rights, civil rights and personal freedoms.

PSCI 307. History of Political Thought I 3 credits

Ideas of great theorists from Plato to Rousseau. Prerequisite: PSCI 101 or instructor permission.

PSCI 308. History of Political Thought II 3 credits

Ideas of great theorists of modern political thought

from Burke 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 United States **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 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.

PSCI 326. The Presidency **3 credits**

Evaluates the current state of the presidency in terms of its political environment, organization and structure, and opportunities for making policy. Special focus on the prospects and limitations of reform as a tool for redefining the powers and roles of the presidency.

PSCI 327. Congressional Politics **3 credits**

Explores the membership of congress, how congress works, and politics of congressional policy making. Special focus on legislative norms, representation, and the political party in congress.

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. Environmental Law and Regulations **3 credits**

Examination of environmental and natural resources, policies and issues. Emphasis on the impact of regulatory policy and the influence of politics, the policy process, federalism, the courts, and administration of environmental and natural resource policies.

Prerequisites: PSCI 101, 102. (Same as ENVR 360)

WI-PSCI 370. Public Administration **3 credits**

Examines the classics of public administration to help attain a working knowledge of organizational behavior.

Psychology

Students should contact their advisors for information on career-oriented support courses. Supervised field experiences are provided in a variety of non-classroom sites for upper division students, and opportunities for student originated research are available continuously. Degree programs are offered to evening students.

Qualified students are eligible for membership in Psi Chi, the national psychological honorary society. Students may also participate in the Psychology Club.

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, education, or sociology).

Requirements for a Bachelor of Arts Major:

30 semester credits of psychology, including PSYC 105, 215, SSCI 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), SSCI 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 201, 350, 355, 360, 403.
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: One of BIOL 101 or BIOL 103 and 104; CHEM 103 or CHEM 105 and 106; CSCI 120; MATH 151 (MATH 191 strongly recommended); and one of PHYS 110, 160, 201, 203 or 204.

Requirements for a Minor: 15 semester credits of psychology, including PSYC 105 and two or more 300-level courses.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

Requirements for a Teaching Major in Psychology (7–12): 30 semester credits including PSYC 105, 201, 213, 215, 284, 309, 310, 324; six semester credits of psychology electives (PSYC 205 recommended).

Psychology course work must include at least one course from each of the four major areas above.

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, 310, 324, six semester credits of psychology electives.

Requirements for a Concentration in

Biopsychology: SSCI 213, PSYC 105, 215, 331, 350, 360 or 403 (or 540 for students admitted to the MPT program), 402, 404; BIOL 103, 104; CHEM 105, 106; three computer science credits; one of the following: PHYS 110, 160, 203, or 205; six mathematics credits through at least MATH 151 (MATH 191 strongly recommended). Students applying to the MPT Program must also complete BIOL 202, 204, PHYS 203 and 204.

Requirements for a Concentration in Substance Abuse Counseling: See Sociology section.

Course Descriptions

SSCI 213. Statistics for the Social Sciences **3 credits**

Cross-disciplinary course on how and why social behavioral scientists use statistics to describe and interpret information they gather. Topics include descriptive statistics and basic inferential statistics.

Prerequisites: Introductory course in major field, MATH 121, or passing grade on screening test. (Same as PSCI 213, SOC 213)

+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**

An 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. (Bachelor of arts double majors in sociology and psychology may substitute SOC 350 for PSYC 215.)

+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.

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. Provides students entering the helping professions with educational, psychological, and sociological views of exceptionalities. Requires 20 additional fieldwork hours in special education or related environments. Prerequisites: PSYC 105, 284, or instructor permission. (510 prerequisite: Senior status with 3.0 cumulative GPA and permission of department chair.)

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 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 sociocultural causes of various mental disorders. It also includes a presentation of different treatment modalities for abnormal behavior. Students are provided with an introduction to the *Diagnostic and Statistical Manual of Mental Disorders*. 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, SSCI 213, or instructor permission.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

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

Psychological influences on the promotion and maintenance of physical health, prevention and treatment of illness and the causes and correlates of health and illness.

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

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**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, SSCI 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. Prerequisites: Junior status, PSYC 105, 215.

PSYC 540. Neuroanatomy and Neurophysiology **5 credits**

Comprehensive examination of neuroanatomy and neurophysiology, including cell and molecular biology of the neuron, synaptic transmission, functional anatomy of the central and peripheral nervous system, sensory and motor functions, homeostatic and arousal mechanisms, localization of higher functions and development of the nervous system. Laboratory sessions emphasize traditional work on nervous system anatomy and physiology, as well as application of neuroanatomy and neurophysiology in an applied setting. Prerequisite: Admission to PT Program or instructor permission.

Public Administration

The Public Administration Program is based in political science with sociology offering the primary support. The program is divided into four areas of study: foundations, research methods, applied concentration (minor), and internship. These acquaint students with the broad scope of activities involved with public service. Students learn the complex ways public management and technical expertise interact with one another, an often overlooked facet of public service.

Requirements for a Major in Public Administration

Core Requirements: PSCI 102, 303, 322, 360, 370; SOC 340.

Research Methods Component: CSCI 120, PSCI 213, SOC 381.

Applied Concentration: This accommodates the student's expertise as it relates to public service. Students take at least 15 credits in one of these areas: accounting, business administration, computer science, criminal justice, economics, health-related fields, human services, political science or sociology. Minor requirements are found under individual headings in the catalog.

Internship: Three semester credits of internship, most likely in the department of the student's applied concentration.

Requirements for a Minor in Public

Administration: PSCI 102, 213, 322, 370; SOC 340, 381. (Prerequisites PSCI 101 and SOC 101 count toward general education requirements.)

Course Description

PADM 399. Interdepartmental Internship **3 credits**

Guided internship in public administration or public service taken through the department in which the student develops an applied concentration. Internship emphasizes field experience, observation, and research under professional supervision in human services agencies. Prerequisites: Junior or senior public administration majors or minors, and approval of the public administration director.

Service Learning

Course Description

SVLN 201. Service Learning **1 - 3 credits**

Offers students an opportunity to apply their academic learning in a setting of community service. Students complete 25 hours of service, participate in regular reflection periods and complete a final project. One credit course may be taken up to three times. Pass/No Pass grade. Prerequisite: At least second semester, first year academic status. Specific course prerequisites and

co-requisites are determined by participating academic departments. Contact the service learning director for details and registration.

Spanish

See Languages and International Studies

Sociology

Requirements for a Major: 30 semester credits of sociology, including SOC 101, 213, 381, 385.

Requirements for a Minor: 15 semester credits of sociology, including SOC 101 and nine semester credits of 300-level courses.

Concentrations

The Sociology Department offers four concentrations leading to a number of career options. Selection of a concentration is not required for a sociology major. All but one of the concentrations are available only to sociology majors.

Requirements for a Concentration in General

Human Services and Social Work: SOC 204, 310, 340, 353, 354, 355, 366; PSYC 343.

Requirements for a Concentration in Human Services and Social Work with the Elderly:

SOC 204, 310, 340, 353, 354, 355, 365; PSYC 343.

Requirements for a Concentration in Human Services and Social Work with Young People:

SOC 310, 340, 353, 354, 355; PSYC 305, 310, 343.

Requirements for a Concentration in Substance Abuse Counseling—Open to Psychology and

Sociology Majors: SOC 101, 310, 313 or PSYC 306, PSYC 318; SOC 320 or PSYC 324; SOC 321, 353, 354; PSYC 105, 201, 305, 342, 343; supervised field experience (SOC 355 or PSYC 348). Students must fulfill the requirements for a major in sociology as well as the above courses.

Requirements for a Secondary Teaching Major (7–12): 33 semester credits in sociology including SOC 101, 204, 310, 313, 320, 341, 366, and 12 semester credits of electives in the social sciences. For education course requirements, see Education Department section.

Requirements for a Teaching Minor: 30 semester credits in sociology including SOC 101, 204, 310, 313, 341, and 15 semester credits of electives in the social sciences.

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 204. Social Problems **3 credits**

Analyzing and solving major social problems in the U.S. and the world: racism, sexism, overpopulation, poverty, crime, war and other problems.

SOC 213. Statistics for the Social Sciences **3 credits**

Cross-disciplinary course on how and why social scientists use statistics to describe and interpret information they gather. Lecture and laboratory. (Same as PSCI 213, SSCI 213)

SOC 228. Cultural Anthropology **3 credits**

A cross-cultural examination of those structures in society which 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.

SOC 300. Human Relations for

Educators

3 credits

Study of intergroup and minority group relationships as they are applicable to the educational system. Examination of multi-cultural, non-sexist teaching. For junior level education majors or by instructor permission.

+SOC 310. The Family

3 credits

Relationship between the family and other institutions, role relations within the family, effects of social change on the family.

+SOC 313. Social Psychology

3 credits

Development of social individual, with emphasis on socialization, symbolic interaction and development and presentation of self.

+SOC 320. Deviant Behavior

3 credits

Theories of causation, deviant subcultures and treatment-prevention; studies of criminal behavior, sexual behavior and violence included.

SOC 321. Sociology of Substance Abuse

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.

SOC 322. Women and Deviance

3 credits

Examines the female deviant, the nature and extent of women's deviance and criminality, and changes in each since the inception of the feminist movement. Emphasis on the critical examination of competing theories designed to explain and account for women's deviance as well as social control responses to the female who is socially labeled as deviant.

+SOC 325. Social Movements

3 credits

Origins, dynamics and excitement associated with crowds and social movements. Deals with both protest and non-protest examples, plus fads and rumors. Prerequisite: SOC 101 or instructor permission.

SOC 337. Rural Institutions and

Processes

3 credits

Factors affecting the rate of social, economic and political change in rural or non-metropolitan America. Characteristics of innovators versus late adapters or laggards. Prerequisites: ECON 201, 202. (Same as BUS 337)

+SOC 340. Social Organization

3 credits

Structure and processes of social groups, including integration and disintegration, in terms of general organizing principles. Covers both small-scale groups and large-scale organizations and institutions. Prerequisite: SOC 101 or instructor permission.

+WI-SOC 341. Social Inequity

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 345. Medical Sociology

3 credits

An investigation into the areas and issues associated with health and health care delivery in the United States. Topics covered include such areas as definitions of health and disease, patterns of mortality and morbidity, epidemiology, health care utilization, physician-patient relationships, the structure of health care, and others. Prerequisite: SOC 101 or instructor permission.

SOC 353. 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: 12 semester credits of sociology.

SOC 354. Social Work Practice

3 credits

Scope and responsibility of social work, conceptual basis for social work practice, laboratory experiences in interactional skills. Prerequisite: 15 semester credits of sociology including SOC 353.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

SOC 355. Field Experience **3–6 credits**

Guided experience in local agencies. Prerequisites: 18 semester credits of sociology and instructor permission. (Double majors in sociology and psychology may substitute PSYC 348 for SOC 355)

SOC 365. Social Gerontology **3 credits**

Study of human aging. This is a multidisciplinary endeavor in which fields such as sociology, psychology, social work, anthropology, political science, medicine, biology, and health contribute to our understanding of the various influences which impact individual lives during the aging process. While interdisciplinary in much of its content, it will be taught from the sociological perspective.

+SOC 366. Race and Ethnicity **3 credits**

Historical, cultural and sociological aspects of groups in society characterized by discrimination and lack of power. Includes Native Americans, Black Americans, Spanish-speaking Americans, immigrant groups and women. (Same as HIST 366)

SOC 370. Seminar in Selected Topics **3 credits**

Focuses on issues and topics not covered in other courses. Prerequisite: SOC 101 or instructor permission.

SOC 381. Research Methods **3 credits**

Study of knowledge and how it is acquired in the social sciences. Includes exploratory research methods, participant observation, survey research, interviewing, sampling theory, questionnaire construction, data analysis. Prerequisites: SOC 101, 213. (PSYC 215 may be substituted for SOC 381 by double majors in sociology and psychology.)

WI-SOC 385. Sociological Theory **3 credits**

Examines foundations of sociology through variety of historical and contemporary theoretical schools. Prerequisite: Nine semester credits in sociology.

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**

Overview and integration of current trends in the discipline. Senior-level sociology majors only. Prerequisite: Instructor permission.

Theatre

Requirements for a Major in Theatre: 33 semester credits of theatre courses, including THTR 202, 205, 209, 304, 305 and 18 semester credits of theatre electives.

Requirements for a Minor in Theatre: 15 semester credits of theatre courses, including THTR 202, 205, 209, 304, and three semester credits of theatre electives.

Requirements for a Secondary Speech and Theatre Teaching Major (7–12): 33 semester credits, including COMM 203, 205, 232, 325, 328, 329, 403; THTR 202, 205, 209, 304, 312. For education courses required for a teaching major see Education Department section.

Requirements for a Secondary Speech and Theatre Teaching Minor (7–12): 24 semester credits, including COMM 205, 232, 325, 328, 329; THTR 202, 209, 312.

Course Descriptions

+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. Beginning Acting **3 credits**

Development of individual's basic skills through physical and vocal exercises, monologues and small scenes.

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 breakthrough 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.

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.

THTR 314. Scenic Design for Stage **3 credits**

Production design from concept to execution.

+WI-THTR 316. Survey of Current Dramatic Literature **3 credits**

Survey of American 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 breakthrough, 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 breakthrough, and applications techniques. Places the topic in a historical context and explores its cross-disciplinary status and possibilities. Recommended: THTR 202.

+ = Applicable toward general education degree requirements

wi = Writing intensive course

**THTR 392, 393. Independent Study
in Theatre** **2 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.

Theology

Requirements for a Major: 30 semester credits in theology including THEO 101, 201 and 202, 215, 307 and 308, one course each in moral theology and systematic theology. Majors must maintain a *B* average in theology courses with no grade lower than a *C*.

Recommended for a Major: Two courses in the history of philosophy, and PHIL 330.

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 section.

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 theo-

gy in a language and way that speaks to their 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.

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.

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.

+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

+ = Applicable toward general education degree requirements

wi = Writing intensive course

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, ENVR 311)

+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 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

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. It deals with specific principles and beliefs which enhance the Christian understanding of covenant love as celebrated in the Christian/Catholic sacrament of marriage.

THEO 370. Readings 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 1-12 credits

A semester off-campus experience in ministry with a strong education component. A beginning and ending seminar with a 12-week supervised parish apprenticeship. May be taken as Pass/No Pass or Regular Grade option. (In cooperation with the Diocese of Davenport)

THEO 401. Bioethics **3 credits**
 Study of the intricate relationship among science, medicine, law, and ethics today. Prerequisite: A basic course in moral theology, ethics, or instructor permission.

THEO 403. The Holocaust **3 credits**
 A 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**
 The 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. Seminar **3 credits**
 Provides small groups of students with opportunity for independent study of a particular theological issue which they may select. Prerequisites: Senior standing and departmental approval.

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.

Workshop in Youth Ministry
 The following workshops (391–396) are offered at off-campus sites on Saturday and Sunday.

THEO 391. Principles 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. Developing 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 adoles-

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

cent spirituality and spiritual development, and of the contexts and approaches for nourishing the spiritual growth of youth.

THEO 396. Principles of Multi-Cultural Youth Ministry **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.

The eight weekend workshops over a two-year period are designed for those desiring specialized knowledge and skills in youth ministry. Two weekends give two credits in SOC 339B (Foundation of Christian Leadership) and SOC 399C (Skills in Leadership). One weekend gives one credit in PSYC 294B (Fostering Faith Growth of Youth Through Pastoral Care). Held in cooperation with the Diocese of Davenport.

Women's Studies

Students pursuing a minor in women's studies must select a mentor from among members of the Women's Studies Advisory Committee. The mentor will guide and direct the student in selecting courses.

Requirements for the Interdisciplinary Minor: Total of 18 credits including WMST 201, 390. At least six credits from ENGL 222, 360; HIST 315; PHIL 390; PSYC 203, 312; THEO 340. Up to six credits from BUS 325; ENGL 304; HED 207; HIST 240, 338; SOC 310, 366; COMM 203; THEO 302. WMST 310, 350 may apply toward the minor.

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 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 Education in Counseling: Post-Secondary Disabilities Services
- Master of Education in Juvenile Justice Education
- Master of Education in Special Education
- Master of Occupational Therapy
- Master of Pastoral Studies
- Master of Physical Therapy
- Master of Social Work

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 Level Grading System

The grading system uses symbols with the following meanings:

- A = superior performance
- B = suitably proficient performance
- C = marginal performance
- D = unsatisfactory performance (MOT and MPT courses only)

- F = unacceptable performance
- W = withdrawal from course (not a grade)
- I = student does not complete all course requirements (see below)

IP = in-progress work (see below)

P/NP = courses graded pass/no pass

An *I* grade must be amended in accordance with regular University and Graduate School policies.

An *IP* grade is to be used with courses that are not expected to be completed within a regular academic semester, such as Master of Physical Therapy or Special Education internships, Special Education Thesis, and Master of Criminal Justice project. Courses seeking to use this grade are 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 Points

- A = 4 quality-points per credit
- B = 3 quality-points per credit
- C = 2 quality-points per credit
- F = 0 quality-points per credit

Academic Status

Only two *C* grades are acceptable in the master's programs, and each must be offset with an *A*.

A *B* (3.0 point) average or above is to be maintained in all course work to remain in good academic standing. A 3.0 grade point or above is required to graduate. For Master of Physical Therapy and Master of Occupational Therapy grade point standards and

policies, refer to the MPT and MOT section.

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 apply to the appropriate master's program director according to each program's policy.

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.

If a course is dropped between the end of the fourth week and the end of the 10th week, the grade of *W* (Withdrawal) is officially recorded. If a course is dropped after the 10th week, the change is officially recorded as *WF* (Withdrew Failing) or *WP* (Withdrew Passing) as determined by the instructor.

During the summer sessions, which are less than 16 weeks, the time periods are prorated for withdrawal.

Application for Graduation

Candidates for a degree should file an application for graduation in the Office of Records and Registration one year before the date of planned completion of requirements for graduation. Late applications will be accepted up to three months before graduation day. This insures that the proper offices are notified of the student's graduation. In addition, a graduation audit of the student's records is completed by Records and Registration to make sure all graduation requirements have been met.

Students will be billed a graduation fee by the Business Office near the middle of their last semester. The fee covers such costs as graduation audit, graduation invitations, cap and gown, and diploma.

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.

Student Government

All registered graduate students are eligible to serve in the Graduate Senate. The Graduate Senate 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

The following costs are for the 1999–2000 academic year. (May vary per program. Please check with each graduate program for current rates.)

Graduate Tuition

(Per semester credit)	\$ 415
(Per three-semester course)	\$1245

Special Expenses

First Registration Fee	\$ 10
(Payable only once at the time of the first registration.)	
Application Fee	\$ 25
(The fee is to accompany the application for admission when it is returned to the program office. The fee will not be applied toward tuition, and it will not be refunded.)	

Graduate Information

MBA Competency Examination Fee	\$ 100
MSW Criminal Record, Child Abuse Checks	\$ 40
MSW Insurance Fee	\$ 35
MOT, MPT, MSW Admission Fees	
Acceptance Fee	\$ 200
Alternate List Fee (Rolled over to acceptance fee)	\$ 50
MOT waiting list fee	\$ 25
Special Examination Fee	
For each examination taken	\$ 60
For each credit awarded	\$ 30
Change of Registration Fee	\$ 2.50
Late Registration Fee	\$ 15
Late Payment Fee	Varies
Graduation Fee	\$ 35
Motor Vehicle Registration (per year)	\$ 7.50

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 the Records and Registration Office or the Business Office.

Graduate Curricula

Master of Accounting

College of Business

With the ever-changing environment in business due to government and tax regulation, technological and environmental changes, and international competition, 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.

Major authoritative accounting bodies, in particular the American Institute of Certified Public Accountants (AICPA), have mandated the academic requirements for its members by requiring that by the year 2000 all member accountants will have 150 semester credit hours of academic preparation. A natural extension in the pursuit of this requirement is, and will continue to be, graduate education in the field of accounting.

St. Ambrose University, desiring to provide the educational environment necessary to meet the requirements of AICPA, initiated a Master of Accounting degree program in fall 1989.

Master of Accounting Program

The Master of Accounting Degree is an interdisciplinary program designed to prepare the individual for the wide variety of employment opportunities available in the accounting profession. Specific objectives of the program are to:

1. Provide an in-depth comprehensive body of professional knowledge in the field of accounting based on a strong liberal arts undergraduate degree.
2. Allow for the opportunity to pursue additional course work that is required by many state licensing boards and leading professional accounting bodies as essential to enter the field of public accounting.
3. Establish a potential for career development and advancement in the accounting profession.

4. Provide a theoretical and practical body of knowledge which will allow for independent thinking, problem analysis and solving, and a search for new knowledge in the accounting profession.
5. Prepare to sit for professional certification examinations such as CPA, CMA and CIA.

Admission Requirements

Students may be admitted for the fall, spring, or summer semester and must meet the requirements listed below:

1. The candidate must have an undergraduate degree from an accredited institution. Those with undergraduate accounting degrees have fulfilled all prerequisites. Those with other undergraduate degrees must fulfill prerequisite requirements.
2. Submit Application for Admission to graduate Studies with a non-refundable application fee.
3. Have official transcripts sent from all undergraduate and graduate institutions attended. This must be done prior to registering for any course with a prerequisite. (An official transcript is one sent directly to St. Ambrose University, College of Business, Attn: Master of Accounting Program from the institutions attended.)
4. Submit official GMAT score prior to completion of 12 semester hours of graduate studies. Further information on the GMAT is available from GMAT Education Testing Service, Box 6103, Princeton, NJ 08541, or from the SAU College of Business.

Admission Status

The current admission formula is 200 times the composite undergraduate grade point average plus the GMAT composite score. A minimum score of 950 points using this formula is required for full status admission. Students whose quantitative scores on the GMAT are below the 35th percentile will be required to take a special MBA course in quantitative methods. Students who fall below a total score of 400 on the GMAT or below the minimum standard of 950 points are reviewed for conditional admission status on a case by case basis by the Admissions & Retention

Committee. Conditional admission categories include provisional status and probationary status. Provisional admission status may be granted when a student's file is incomplete, e.g., official GMAT score is missing. Students must provide all admission information promptly or be dismissed from the program. Probationary admission may be granted after review by the Admission & Retention Committee. Removal from probationary admission status requires successful compliance with conditions indicated by the college dean. In all admission decisions, personal motivation to succeed will be considered.

Prerequisites

The equivalent of an undergraduate degree in accounting from an accredited 4-year college will meet the prerequisite requirements for undergraduate accounting majors.

The prerequisites for other undergraduate degrees include: 24 hours of accounting (3 hours of which must be accounting information systems); 6 hours of economics; 9 hours of business (3 hour of business law; 3 hours of business statistics; 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 that course are met. These prerequisites may be met by completing the required number of credit hours from the courses listed in the Master of Accounting program catalog.

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 606, 607, 608, 616, 618; and a maximum of fifteen semester credits of graduate electives which must be approved by the accounting department.

Sample Curriculum

Course	Title	credits
Year One		
Fall Semester		
MAC 601	Advanced Financial Accounting Theory/Emerging Issues	3
	Elective	3
Spring Semester		
MAC 603	Advanced Managerial Accounting Theory/Controllershship	3
	Elective	3
Summer Semester		
	Elective	3
Year Two		
Fall Semester		
MAC 609	Research Methods/Report Writing and Communication in Business	3
	Elective	3
Spring Semester		
	Elective Accounting course	3
	Elective	3
Summer Semester		
	Elective	3

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. Prerequisite: ACCT 307, MBA 507, 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.

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 306 or equivalent.

MAC 608. Advanced Accounting Information Systems 3 credits

A 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, and 312 or equivalent.

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 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.

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.

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 is offered at seven locations including the resident campus in Davenport; community colleges in Burlington, Clinton, Cedar Rapids, Muscatine and Ottumwa; and at the Rock Island Arsenal. Course schedules are designed to meet the needs of students who are employed on a full-time basis. Evening courses meet one night a week, or two nights a week during the abbreviated summer session. Saturday courses are also available on the resident campus during the fall and spring semesters, meeting weekly, with approximately every fourth Saturday off. Students may be admitted for the fall, spring or summer semester.

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 under one year, students take courses during the “pre-semester,” winter interim, and summer sessions, during the day and/or evenings and Saturdays at the St. Ambrose campus in Davenport. Students in the one-year program, because of the rigorous course schedule, are encouraged to keep outside employment to a minimum. Students may be admitted for the fall, spring or summer semester.

Students may attend daytime, evening and/or Saturday courses at the resident campus. The part-time program can be completed by attending only Saturday courses, with the exception of the one-week seminar, MBA 690.

Admission Requirements

Individuals with a bachelor's degree in any field may apply for admission to the MBA Program. However, some undergraduate backgrounds outside the area of business may not fully provide students all the skills necessary for successful completion of this program. For that reason, a leveling concept has been established to ensure that students have the necessary background in fundamental business disciplines.

Admission Status

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 full-status admission.

Students with a composite score of less than 400 on the GMAT or 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.

Students will be required to take a special MBA course in quantitative methods if their quantitative scores on the GMAT are below the 35th percentile.

Provisional admission status may be granted when a student's file is incomplete. The provisional student is required to provide all missing information promptly.

Probationary admission may be granted after review by the Graduate Studies Admissions and Retentions Committee. Such status implies concern about the academic success of the student. Removal from probationary admission status requires successful compliance with conditions indicated by the MBA director. All admission decisions will take into consideration the student's personal motivation to succeed.

Application Procedures

To apply for the MBA Program:

1. Complete the Application For Admission form, and return to the MBA Office with the non-refundable application fee.
2. Request that an official copy of transcripts from each undergraduate and graduate school attended be sent directly to the MBA Program director. An official copy is one sent from the attended institution directly to St. Ambrose.

Note: Up to nine semester credits of sufficiently similar courses may be transferred from other accredited MBA Programs (grades of *B* or better within last five years).

3. Submit an official GMAT score prior to completion of the fourth course in the program (exclusive of MATH 160). Further information on the GMAT is available from the MBA Office, or by writing to GMAT, Educational Testing Service, PO Box 6103, Princeton, NJ, 08541.

Courses By Examination

Students with an academic background in business areas may meet the requirements of the leveling (CPC) courses through equivalency examination with permission of the director. Testing procedures are available in the MBA Office and a fee is charged. The 10 required courses (core, management decision-making and capstone) must be taken by every MBA student. No credit by examination is allowed for these courses.

Academic Status

MBA students are required to maintain a 3.0 (*B*) grade-point average or above. Failure to meet this academic requirement will result in the student being placed on academic probation. Students need to remove themselves from probation within two consecutive semesters.

Only two *C* grades are permitted in the MBA program, and each must be offset with an *A*. A third *C* grade or an *F* grade will result in academic dismissal from the program. Any student dismissed from the MBA program due to academic deficiency may reapply for admission after a minimum of one elapsed semester.

MBA Programs of Study

The MBA management generalist program consists of 45 graduate credit hours, and with a concentration, consists of 51 graduate credit hours. Students may complete the 15-course management generalist degree program in two and two thirds years by taking two courses in the fall, two in the spring and one in the summer (assuming that LTPS, a one-week daytime course, is also taken during one of these academic terms). Students may, however, take more than two courses in the fall and spring, and more than one in the summer.

In addition, there are five concentrations, offered only on the resident campus, requiring students to take 17 courses (51 semester hours). Students electing a concentration are required to take the ten required MBA courses, the necessary leveling courses, and four concentration courses. Consequently, no individual career needs courses are taken. The five concentrations are Finance, Human Resource Management, Marketing, Management Information Systems and Technology Management.

All MBA course work must be completed within five years. Each course carries three semester credits. The program is offered to students from any academic discipline. Some academic backgrounds may not fully provide students with adequate coverage of the fundamental business disciplines. For this reason, three specific graduate level courses have been designated as leveling (common professional components) courses. These courses are: MBA 506: Financial Accounting, MBA 507: Managerial Accounting, and MBA 526: Macroeconomics. All students from an academic background other than business related fields must take these courses to improve their educational experience in the areas of the CPC.

Requirements for the Management Generalist

Master of Business Administration Degree: 45 semester credits in Master of Business Administration courses including MBA 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 is listed below:

Leveling (CPC) Courses

MATH 160. Mathematics for Management and Economics
MBA 506. Financial Accounting
MBA 507. Managerial Accounting
MBA 526. Macroeconomics Analysis for Business

Required Courses

Must be taken by every MBA student. No credit by examination is allowed for these courses.

Core Courses

MBA 505. Statistical Methods for Decision-Making

MBA 621. Organizational Theory, Behavior, and Communication

MBA 626. Managerial Economics

MBA 635. Legal/Social Environment of Business

MBA 690. Leadership Through People Skills

Management Decision-Making Courses

MBA 670. Operations Management

MBA 675. Financial Management

MBA 680. Marketing Management

MBA 685. Human Resource Management

Capstone Seminar

MBA 800. Policy Formation and Implementation

Individual Career Needs Courses

MBA 700. Entrepreneurship and Small Business Management

MBA 705. Total Quality Management

MBA 710. Business Ethics

MBA 715. Executive Management Seminar/Selected Topics

MBA 721. Labor Management Partnerships

MBA 725. The Management Consulting Profession

MBA 730. International Management Environment

MBA 735. Microcomputer Workstations: Principles and Applications

Concentrations

Finance Concentration

MBA 750. Financial Policy and Decision Making

MBA 751. Investment and Portfolio Management

MBA 752. Capital Sources and Return on Investment

MBA 753. Security Investments, Markets, and Techniques

Human Resources Concentration

MBA 760. Strategic Staffing/Career Management

MBA 761. Compensation and Benefits Management

MBA 762. Training and Development

MBA 763. Contemporary Labor Relations and Dispute Resolution

Management Information Systems Concentration

MBA 780. Database Management

MBA 781. Structured Systems Analysis

MBA 782. Decision Support Systems

MBA 783. Data Communication

Marketing Concentration

MBA 771. Marketing Ethical and Current Issues

MBA 772. Advanced Marketing Research

MBA 773. Advanced Marketing Management and Strategic Planning

MBA 774. Consumer Behavior and Market Communication

Technology Management Concentration

MBA 790. Manufacturing Quality Control

MBA 791. Production Scheduling and Inventory Control

MBA 792. Modern Manufacturing Systems

MBA 793. Computerized Integrated Manufacturing

Graduate students who do not wish to pursue a master's degree may earn a certificate of concentration in a Finance, Human Resource Management, Management Information Systems, Marketing or Technology Management concentration. Upon successful completion of the required courses, the student will receive graduate credit for the four courses, a certificate, and the opportunity to apply the credits towards a master's degree in the future.

Course Descriptions

MATH 160. 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. This course is not required for students who score above the 35th percentile on the quantitative portion of the GMAT.

MBA 505. Statistical Methods for Decision-Making **3 credits**

Basic statistical techniques for decision-making; frequency distribution, descriptive measures, probability, sampling, distributions, estimation, tests of hypotheses, regression and correlation analysis and basic concepts of modern (Bayesian) decision theory. Prerequisite: 35% quantitative score on the GMAT or MATH 160, if GMAT score is lower.

MBA 506. Financial Accounting **3 credits**

Discussion of the generally accepted accounting principles as they relate to recording of financial transactions and the preparation of financial statements. Topics include an overview of the accounting cycle, income measurement, financial reporting, cash flow statement and financial statement analysis.

MBA 507. Managerial Accounting **3 credits**

Discussion of methods of analyzing and reporting accounting information for planning, controlling and decision-making. Topics include product costing, budgets, performance measurement, quality costs and international operations. Prerequisite: MBA 506.

MBA 526. Macroeconomic Analysis for Business **3 credits**

Analysis of nation's economy and the impact on business, employment/unemployment, price levels, consumption, investment, interest rates, business cycles, forecasting, general growth theory, government policy, and international business.

MBA 621. Organizational Theory, Behavior and Communication **3 credits**

Study of the organization (profit and non-profit) as a complex system; line and staff functions, administration/leadership styles, motivation and group dynamics, and the impact of each on the achievement of organizational goals. Special emphasis on organizational communication.

MBA 626. Managerial Economics **3 credits**

Application of economic principles to management decision-making; decision theory, demand theory/sales forecasting, linear programming, production and costs, pricing and capital budgeting. Prerequisites: MBA 505, 507, 526.

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 670. Operations Management **3 credits**

Quantitative techniques and the systems approach applied to understanding and improving operations of both service and manufacturing organizations. Techniques from quality learning, forecasting, process design, scheduling, waiting lines, inventory, and material requirements planning are utilized. Underlying principles such as trade-off analysis, Pareto process control, and optimization of resource usage are emphasized. 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, 507, 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**

Managerial decision making for the purpose of finding and sustaining a position of competitive advantage.

A comprehensive market-oriented approach will be taken. Topics include marketing strategy and planning, developing an optimum marketing mix, customer target groups and market behavior, management of promotional mix, industry and competitive analysis. All 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 include: equal employment opportunity laws, job analysis, human resource planning, recruitment and selection, performance appraisal, training and development, and compensation and benefits.

MBA 690. Leadership Through People Skills (LTPS) **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, communication process, and motivation. Prerequisites: Twenty hours pre-work which must be completed prior to the seminar. Course may be taken any time during the program.

MBA 700. Entrepreneur and Small Business Management **3 credits**

Traces the development and growth of innovative business ventures. 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 used throughout the course. Prerequisite: MBA 506.

MBA 705. Total Quality Management **3 credits**

Looks at quality management. Students will develop an understanding of how to implement quality management in every facet of their professional and personal lives and how Total Quality Management can be made to work throughout an organization. In addition to statistical quality tools and techniques, teamwork, leader-

ship, culture, and system implementation will be emphasized. The comprehensive fusion of all elements working together will be stressed as the key to achieving true quality management.

MBA 710. Business Ethics **3 credits**

Basic concepts of ethics as typically referred to in western civilization and a testing of the basic hypothesis of the concepts. Through formal lecturing, case studies, dialogue, and guest lecturers, students will analyze working premises, assumptions, and principles regarding business ethics. Delivery of a case study required.

MBA 715. Executive Management Seminar (Selected Topics) **3 credits**

Important management areas as a function of advancing management technology and the availability of outstanding external faculty expertise. Important management areas will be selected by the external faculty members at the time of scheduling each course.

MBA 721. Labor Management Partnerships **3 credits**

Pertinent topics involving workers, management, and their common goals; development of improved labor/management relations; identifying roles in establishing acceptance; identifying risks 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 725. The Management Consulting Profession **3 credits**

Insights to building and managing a successful management consulting practice. It is organized into five parts: (1) The Consulting Profession, (2) The Marketing of Consultant Services, (3) Models and Methods for Consulting, (4) Stages in Consulting, and (5) Key Factors for a Successful Practice. Prerequisites: MBA 507, 621, 685.

MBA 730. International Management Environment
3 credits

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. Prerequisite: MBA 526.

MBA 735. Microcomputer Workstations: Principles and Applications
3 credits

Provides in-depth coverage of the use of the PC in meeting the information needs of business and industry. Emphasizes microcomputer hardware and software from the perspectives of the executive, manager and end-user. Reviews standard software packages available to support a microcomputer workstation. Includes descriptions of, and hands-on experience with text processors, spreadsheets, file and database management systems, graphics packages, communications software, and desktop publishing. The evaluation and selection of hardware and software is an important feature of the course as well as the "people" considerations in designing a microcomputer workstation.

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

Intensive study of the theory and practices underlying management of investment portfolios for individual persons and for institutional investors in view of the particular objective of each. Risk management techniques for portfolio management, bond portfolio techniques, capital asset pricing theory, efficient market hypothesis, 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

Covers key areas of finance in greater depth than in MBA 675, 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

In-depth examination 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, understanding the stock exchanges, personal investment analysis, portfolio construction, trading techniques and profit maximization. Prerequisite: MBA 675.

MBA 760. Strategic Staffing and Career Management
3 credits

Focus on people as a strategic resource whose availability and capabilities influence organizational effectiveness. Strategies for attracting, assessing, and acquiring personnel. Career management from the individual and organizational perspective, with implications for planning and executing staffing policies. Prerequisite: MBA 685.

MBA 761. Compensation and Benefits Management **3 credits**

Government and union influences, equity in compensation, labor markets, job pricing and evaluation, wage and salary structures, individual wage determination, employee benefits, issues in compensation administration. Covers legally required benefits such as social security and worker compensation, and voluntary programs such as health care, deferred compensation, and paid leaves. Prerequisite: MBA 685.

MBA 762. Training and Development **3 credits**

Research-based examination of training and development programs with an emphasis on societal, legal, and organizational factors affecting relationships among training, careers, and management of organizational development. Prerequisite: MBA 685.

MBA 763. Contemporary Labor Relations and Dispute Resolution **3 credits**

Union and management policies and strategies for, and outcomes of, union organizing, negotiations, pressure tactics, grievance/arbitration systems, and union-management cooperation. Dispute resolution utilizes cases to build skills necessary to present evidence in nonjudicial proceedings and other administrative hearings. Includes evidence gathering, witness preparation, direct and cross examination, and oral and written arguments. Prerequisite: MBA 685.

MBA 771. Ethical Issues in Marketing **3 credits**

Covers contemporary ethical issues in marketing. Subjects include ethical issues that relate to all aspects of the marketing mix: products, pricing, promotion and distribution. The role of the marketing manager with respect to ethics is covered as it relates to products, markets, consumers, society and company strategy. A position paper is required. Prerequisite: MBA 680.

MBA 772. Advanced Marketing Research **3 credits**

Covers the research process from problem identification to preparation of the market research report and includes project design, data collection and data analysis and interpretation. The role and scope of marketing

research in marketing management will be covered through case analysis and in-class projects. A market research report is required. Prerequisites: MBA 680, 505.

MBA 773. Advanced Marketing Management and Strategic Planning **3 credits**

Designed to cover marketing situations involving strategic planning in all areas of the marketing mix: product development, pricing, promotion and distribution. Case studies will focus on problems and opportunities of an advanced nature. Emphasis will be placed on upper level planning and strategy. Cases will be analyzed and presented in class. Prerequisites: MBA 505, 507, 621, 680.

MBA 774. Consumer Behavior and Market Communications **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.

MBA 780. Database Management **3 credits**

Fundamental concepts necessary for designing, using, and implementing database systems. Major topics include: fundamental terminology, the relational data model, network and hierarchical database stems, algorithms for database design, and techniques of implementation.

MBA 781. Structured Systems Analysis **3 credits**

This course will allow the student to communicate with professional computer information systems personnel, gain experience in the computerization of business principles, learn integrated structured techniques of problem-solving for the user manager, and understand terminals and data base systems. Major topics will include detailed analysis and feasibility studies, systems design, system development, implementation, and testing.

MBA 782. Decision Support Systems 3 credits

Current technology in decision-making, the development of a decision support system and practical experience in development of DSS. Major topics will include: 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 data base management in DSS.

MBA 783. Data Communications 3 credits

Provides 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.

MBA 790. Manufacturing Quality Control 3 credits

Considers modern techniques and procedures in the elimination of scrap and waste of labor, materials, energy, and capital investment involved in the non-productive use of resources. Concept and techniques for the maintenance of quality production to gain competitive and market advantage will be discussed. Course topics will include probability and statistics, quality assurance strategies, computer-aided inspection, testing, reliability and predictability, process variability control and limitations, and statistical quality control. Prerequisite: MBA 505.

MBA 791. Production Scheduling and Inventory Control 3 credits

Presents concepts of optimization and integration of marketing, forecasting, production scheduling and manufacturing in order to develop the interrelationships of these functions. The various types of inventories such as raw materials, work in process, and finished goods will be reviewed. The effect of scheduling and inventory management on order-fill ratios, cash flow, profitability, staffing requirements, maintenance and facility planning, will be considered. Course topics will

include production systems, inventory models, operations management, decision-making, optimization methods, process equipment layout, plant design and location, capacity analysis, inventory management systems, and just-in-time production. Prerequisite: MBA 505.

MBA 792. Modern Manufacturing Systems 3 credits

The concept of working faster through application of computerized and automated manufacturing machinery and methods will be presented. Course topics will include robotics, automation, numerically controlled machines, tooling levels and programming, mass production and batch manufacturing, optimum lot size, and line balancing. The Japanese approach to manufacturing will be presented and analyzed.

MBA 793. Computerized Integrated Manufacturing 3 credits

Presents the objective of working smarter, conceptually and through examples drawn from practice. An extensive discussion of the Factory of the Future will be presented. Course topics include computer-aided engineering, CAD/CAM, group technology, computerized process planning, manufacturing calls and flexible manufacturing, modern manufacturing personnel policies and organization, and computer integrated manufacturing. Will require a good understanding of concepts and application of modern distributive network computer systems/capabilities.

MBA 800. Policy Formation and Implementation 3 credits

Formulating and implementing business policy. Draws upon all analytical tools and business administration knowledge developed in previous graduate-level courses. Prerequisites: All previous MBA courses. All requests for prerequisite waivers must be approved by the director.

Master of Business Administration In Health Care

College of Business

Admissions 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 12 credit hours.

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 950 on the minimum standard are reviewed for conditional admission status (provisional or probationary) on an individual basis by the Graduate Studies Admissions and Retention Committee.

Provisional admission status may be granted when a student's file is incomplete. The provisional student is required to provide all missing information promptly.

Probationary admission may be granted after review by the Graduate Studies Admissions Committee. Such status implies concern about the academic success of the student. Removal from probationary admission status requires successful compliance with conditions indicated by the MBAH director. All admission decisions will take into consideration the student's personal motivation to succeed.

Students will be required to take a special MBA course in quantitative methods if their quantitative scores on the GMAT are below the 35th percentile.

Courses By Examination

Students who have knowledge and experience in foundation, core (except LTPS), and decision-making courses may take the courses "by examination" with approval of the MBA director. Testing procedures are available in the College of Business Office and a fee is charged.

Academic Status

MBAH students are required to maintain a 3.0 (*B*) grade-point average or above. Failure to meet this academic requirement will result in the student being placed on academic probation. Students need to remove themselves from probation within two consecutive semesters.

Only two *C* grades are permitted in the MBAH program, and each must be offset with an *A*. A third *C* grade or an *F* grade will result in academic dismissal from the program. Students dismissed from MBAH program due to academic deficiency may reapply for admission after a minimum of one elapsed semester.

Proposed Curriculum

Requirements for the Master of Business

Administration in Health Care Degree: Foundation Courses (9 semester credits): MBA 506, 507; MBAH 527; Core Courses (36 semester credits): MBA 505, 621, 626, 635, 670, 675, 680, 685, 690, MBAH 756, 799, MBA 800; Executive Courses (12 semester credits): Choose four of the following: MBAH 636, 681, 686, 706, MBA 715, MBAH 758, 805.

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 for 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 of organizational charters, bylaws, rules and regulations, legal constraints on organizational management, laws affecting subsidiary corporations, internal and external legal environment for health care provider, tax law, human resource laws and regulations in hiring/firing, and benefit/retirement trust management.

MBAH 681. Strategic Marketing in Health Care **3 credits**

Builds upon the principles which were learned by the student in the basic MBA Marketing Management course. 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 not-for-profit organiza-

tions and physicians in medical practice. Prerequisites: MBA 635, 680, MBAH 527.

MBAH 686. Health Care Professional Management Issues **3 credits**

Designed to address 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. Prerequisites: MBA 621, 685, 635.

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-live examples will be used. Prerequisites: MBA 505, 621 MBAH 756.

MBAH 756. Information Systems Management in Health Care **3 credits**

Focuses on the role of the manager in relation to the organization's data base 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. Prerequisites: MBA 626, 635, 670, 675, 680, 685, MBAH 756.

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. Prerequisite: MBA 635.

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/eldercare and its financing, understanding staffing techniques, total quality management in the

health care industry, and CEO management skills in a health care organization. Prerequisites: MBAH 526, 635, 640.

Master of Business Administration Courses Required of Master of Business Administration Health Care Students

(For course descriptions, see foundation courses for MBA 505–690 and health care administration concentration for MBA 756)

MBA 505. Statistical Methods **3 credits**

MBA 506. Financial Accounting **3 credits**

MBA 507. Managerial Accounting **3 credits**

MBA 621. Organizational Theory, Behavior and Communication **3 credits**

MBA 626. Managerial Economics **3 credits**

MBA 635. Legal and Social Environment of Business **3 credits**

MBA 670. Operations Management **3 credits**

MBA 675. Financial Management **3 credits**

MBA 680. Marketing Management **3 credits**

MBA 685. Human Resource Management **3 credits**

MBA 690. Leadership Through People Skills **3 credits**

MBA 715. Executive Management Seminar: Topics in Health Care **3 credits**

MBA 800. Capstone Seminar for Business **3 credits**

Master of Criminal Justice

College of Human Services

The Master of Criminal Justice Program (MCJ) is a multi-disciplinary management development curriculum. The degree is designed to produce skilled practitioners for leadership positions in enforcement/security and corrections/human services. The program is also useful for those wishing to teach criminal justice or to serve as personnel and training specialists in a justice-related organization. Professional study options are available in resource management and human services.

Degree Requirements

The MCJ is a 36 semester credit professional development 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 project with oral defense. 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 with at least two years of professional work experience, 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

Candidacy for the MCJ degree is achieved after completion of course work and successful completion of the written comprehensive review covering work in criminal justice. Exam sessions are held as needed on a Saturday in January and May on campus. Students may enroll in MCJ 701 only after achieving candidacy status.

Note: It is the student's responsibility to initiate candidacy by requesting an Application for Comprehensive Review and Candidacy from the MCJ director. This should be done after completion of 21–24 credits.

Program of Studies

Requirements for the Master of Criminal Justice: 36 semester credits including: nine semester credits in foundation courses: MBA 526 or 635, 621, 685 or 690; 12 semester credits in Master of Criminal Justice courses: MCJ 610, 620, 630, 640, 701, 702; nine semester credits in professional studies: MBA 505 or EDUC 710 or MCJ 701; six semester credits of approved electives; six semester credits in Professional Practice from the following: MCJ 700, 702.

Resource Management: MBA 506, 507, 635, 680, 685, 690, 710.

Human Services: MCJ 501, 503, 507, 650, 660; MPS 542, 552, 620; SPED 500, 510, 513, 520, 530, 540, 660, 715, 720, 750, 751; MSW 610, 620, 810, 820.

Course Descriptions

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. Requires director approval.

MCJ 610. Crime Policy Analysis 3 credits

Examination of criminological theory with analysis and evaluation of the consequences for crime policy, as a guide to professional practice. Prerequisite: Graduate status.

MCJ 620. Criminal Justice**Organizations****3 credits**

Administrative systems analysis of political and organizational dimensions of criminal case process through the agencies of criminal justice. An applied research project is required. Prerequisite: Graduate status.

MCJ 630. Organization Development 3 credits

Examines the systems approach to planned organizational change from the perspective of applied behavioral science. Emphasis on operational components, participatory leadership, action research, team-building, conflict resolution, and organization renewal.

Prerequisite: MBA 621 or MCJ 620.

MCJ 640. Proseminar: Criminal**Justice Leadership****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. Prerequisite: MCJ 630.

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 700. Practicum**6 credits**

Observation and applied action-research on a management problem in a criminal justice related organization. Open only to MCJ candidates. Director approval. In Progress grade option available.

MCJ 701. Criminal Justice Research 3 credits

Research methods in criminal justice. Each student will select a topic approved for investigation, and will prepare a research proposal as the basis for the MCJ project. Prerequisite: Taken before MCJ 702 and after all other MCJ program courses and comprehensive examinations have been completed. In progress grade option.

MCJ 702. MCJ Project 3 credits

The study proposed and approved in MCJ 701 will be conducted, with the results reported in academic form. Oral defense of the MCJ project is required. Prerequisite: MCJ 701. In progress grade option.

Master of Education in Special Education, Juvenile Justice Education, and Post-Secondary Disabilities Services

College of Human Services

Special Education Endorsement Program

The Special Education Endorsement Program at St. Ambrose University is designed to assist the further development of teaching skills specific to working with children and adolescents with special needs. The program is committed to linking the practical application of teaching to the theoretical underpinnings involved in human motivation and learning.

Students at St. Ambrose can earn Iowa special education licensure in the areas of mental disabilities or learning disabilities through this 38 - 41 semester hour training program. 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. 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 MEd in Special Education is a 46 - 52 semester hour professional degree program integrating 29 - 35 semester hours of endorsement credits with 17 semester hours of a graduate core. Students seeking a master's degree apply to the graduate program upon completion of their endorsement program. All graduate-level course work (500-level or above) from the endorsement program transfers into the graduate program providing it carries a grade of *B* or above.

Master of Education in Juvenile Justice Education

The Master of Education in Juvenile Justice Education is an interdisciplinary 42-45 semester credit program. Its focus is on providing knowledge and understanding of youthful offenders encapsulated in the justice system, and how this impacts the education environment and process.

This innovative professional program is designed for secondary special education teachers wishing to work with incarcerated youth in educational settings and criminal justice and correctional professionals interested in working with youth in human service community settings. The degree is also appropriate for teaching in the community college setting. While this is not a teaching license program, teaching licenses can be obtained through additional course work.

Master of Education in Post-Secondary Disabilities Service

The Master of Education in Post Secondary Disabilities Service program is a 48 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 is designed along two tracks. The college/university track prepares those wishing to pursue careers in disabilities services at the community college or four year college level. The second track focuses on providing training for individuals wishing to pursue a career in community programs providing services to individuals with developmental disabilities.

Admissions Policy

Admission to the graduate programs in education consists of the following procedures:

1. Completion of Graduate Program Application including a \$25 application fee. Application must be submitted to the Graduate Special Education Office.
2. Submission of two current letters of reference using the Graduate Special Education Programs reference form. 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 Office.

If all the above materials are not available at the time of application, a student may still register for classes. However, the student must submit all materials by the end of the first term in order to gain acceptance into the graduate program and register for a second term.

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 must:

1. Hold junior level status (completion of 60 hours of credit).
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.

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 MEd 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 reasons 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).
6. Successful completion of preliminary written examinations (see Preliminary Exam section).

Admissions Requirements for MEd Program in Post-Secondary Disabilities 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 Requirements for MEd Program in Juvenile Justice 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 reasons for pursuing graduate level education that is commensurate with the philosophies and goals of the juvenile justice 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 Program. 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. Response will be made within 15 days of receipt of the appeal.
3. Should the appellate not be in agreement with the Committee, he/she can submit a letter of appeal to the dean of the College of Human Services. Response must be made within 30 days of receipt of appeal.

4. Submit a letter of appeal to the Provost. Response will be made within 30 days of the receipt of the appeal request.

Transfer Credit

Students may transfer up to 12 graduate semester credits from accredited institutions provided these credits have a grade of *B* or higher on a 4.0 scale, are not older than seven years and will not be older than 12 years upon program completion.

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 *As*.
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).

Preliminary Examination: K-12 Special Education

The preliminary examination, required for students wishing to pursue a master's degree in K-12 Special Education, must be completed prior to entry into the MEd in Special Education Program. This exam consists of a minimum of three essay type questions covering the student's declared special education teaching area (i.e., learning disabilities, mental disabilities, behavioral disorders, mild disabilities). The exam is designed to assess knowledge and skills related to working with special needs students in an educational setting. Results of the exam can impact the student's acceptance into the MEd Program in one of three ways:

1. Full admittance - regular graduate student.
2. Provisional Admittance - recommendations for remedial work.
3. Non-acceptance.

Students needing specific accommodations for taking the preliminary examination due to a disability must file a request through the Services for Students with Disabilities Office at least 10 days prior to taking the exam.

Preliminary examinations will be offered on the second Saturday in June, August, October, and March. Application information for Preliminary Examinations can be obtained at the Graduate Special Education Office.

Written Examination

The written examination covers the student's major area of study as well as the core requirements. It is made up of questions representing program goals in relation to the chosen field of studies. Each question requires an open-ended response focusing on the student's ability to integrate theory from a research base with practical aspects of teaching special needs students.

The written exams are evaluated by a committee of three faculty selected by the student, with advisor assistance, from the Graduate Special Education Program; the Department of Education, the Master of Criminal Justice Program, or the Master of Education in Post Secondary Disabilities Program; and the University at large. The written exams are evaluated on a three-level system: pass, pass with consideration, and fail. In case of failure, the student can retake the examination one time. Failure the second time will result in the student retaking specified courses or being dropped from the program.

Written exams can only be taken when a student has completed at least 30 semester credits of work as specified in a degree plan. This examination is scheduled once in the spring and once in the summer.

Oral Examinations

The oral examination will be administered by the student's written committee with the addition of a faculty member from the University.

This is a comprehensive examination, testing the student's ability to analyze, integrate and apply knowledge from their respective discipline. Oral examinations will be scheduled to take place within two weeks of the student's written examination or not extending to 10 working days before graduation.

Oral examinations must be scheduled by the student and the advisor using specified forms obtained from the Graduate Special Education Office. This must be done 10 days prior to the oral examination. Decisions concerning the student's abilities during the oral examination can result in one of three options: pass, pass conditionally or fail. Conditional pass involves the student either conducting further study in a specified area and retaking the examination with two of the committee, or retaking specific courses and retaking the examination with the entire committee. A student who fails the examination may retake it after a period of at least one academic term or an agreed upon length as established by the committee.

Probationary Status

Persons not meeting the admissions requirements for regular admission to the degree program may be recommended for probationary status by the program director or the Master of Education Graduate Committee. Upon completion of at least six semester credits of graduate level work with at least a *B* average, the student must petition the program director for a change in status.

Program of Studies

Special Education

Requirements for Master of Education in Special

Education: 46 - 52 semester credits including: 14-17 semester credits from the following: PSYC 310/510, SPED 510, 511, 512, 513, 514, 660; 15-18 semester credits in an endorsement concentration area listed below; and 17 credit hours from the following: EDUC 710, 711, 712, 715, SPED 700, 713, 716.

1. **Learning Disabilities:** SPED 520, 621 or 622, 623, 628 or 629, 631 or 63 or; EDUC 552.

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 also 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 the requirements for endorsement in the consultation concentration area, and have four years of successful teaching experience, two in the endorsement area.

Juvenile Justice Education

Requirements for a Master of Education in Juvenile Justice Education:

Foundation Courses: EDUC 710, 711, 715; SPED 514.

Criminal Justice Courses: MCJ 610, 620, 630 (See course descriptions in Master of Criminal Justice section.)

Cognate Area Courses in Juvenile Justice: MCJ 640 or 650 or 660; SPED 510, 530, 560, 561, 632, 639.

Research: Select one of the following options: MCJ 701 and 702; or SPED 700.

Post Secondary Disabilities Services

Requirements involve 48 semester hours of credit taken in the following areas:

University Program

Core Requirements: SPED 511, 700, EDUC 542, 610, 620, 710, 711 and 715.

Concentration: SPED 513, 520, 623, 671, 672, 674, 675, 679.

Electives: 2-5 credits as approved by advisor.

Community Agency Program

Core Requirements: SPED 511, 660, 700, EDUC 542, 610, 710, 711, and 715.

Concentration: SPED 510, 513, 540, 643, 671, 673, 674, 679

Electives: 2-5 credits as approved by advisor.

Course Descriptions

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: PSYC 310/510.

SPED 411/511. Assessment in Special Education & Human Services 3 credits

This course focuses on the 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: PSYC 310/510.

SPED 412/512. Working with Families of Students with Special Needs 2 credits

This course 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: PSYC 310/510.

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: PSYC 310/510.

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 IEP's will encompass the major focus of this course. Prerequisite: PSYC 310/510.

SPED 420/520. Introduction to Learning

Disabilities **3 credits**

Geared towards professionals wishing to pursue careers in 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. Prerequisite: PSYC 310/510.

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: PSYC 310/510.

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. Prerequisite: PSYC 310/510.

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 adolescents with mild and moderate mental disabilities in a secondary school setting. 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 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: PSYC 310/510.

SPED 560. Introduction to Juvenile Delinquency 3 credits

This course explores the world of juvenile delinquency. Students will explore the theoretical explanations of delinquent behavior, research the development of the juvenile justice movement, examine present trends in types of juvenile delinquency, and analyze intervention and prevention strategies.

SPED 561. Intervention Techniques for the Juvenile Offender 3 credits

Students will explore the various theories of juvenile delinquency and the problems associated with developing treatment approaches consistent with specific theoretical perspectives. They will also learn the fundamentals of group and individual counseling, reality therapy, Guided Group Interaction and various other treatment modalities. Upon completion of this course, students will be able to demonstrate the ability to begin and terminate group counseling sessions.

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 serious 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. Prerequisites: SPED 511, 520 or instructor permission.

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. Prerequisites: SPED 511, 520 or instructor permission.

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. Prerequisite: 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 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 instructor permission.

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 psychological pathologies. Prerequisite: SPED 530 or instructor permission.

SPED 638. Practicum in Behavior Disorders (Elementary) **3 credits**

This course provides students with field experience working in elementary programs for behavior disordered students. Students will obtain practical, first-hand experience of working with curriculum and teaching strategies. Prerequisites: SPED 514, 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. 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. Prerequisites: SPED 510, 511, 514, 540, or instructor permission.

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 instructor permission.

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. Prerequisite: 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.

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.

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.

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 instructor permission.

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 instructor permission.

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.

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.

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: PSYC 310/510.

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 psycho-social 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. Programming & Instruction for College Students with Disabilities 3 credits

Through lecture and discussion, this course will provide students with information on how colleges and universities comply with federal legislation to ensure equal educational opportunities for students with disabilities. Course topics will include: legal mandates for academic adjustments, auxiliary aids and services, psycho-social aspects of disability, program development, learning strategies for students with learning disabilities, and program evaluation. Since over 50% of college students with disabilities are learning disabled, the course will have an emphasis on programming for students with learning disabilities. Prerequisite: SPED 671.

SPED 673. Program Design for Agencies**Serving Adults with Special Needs 3 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 City 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 2 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 type of support individuals receive and how services are provided. Prerequisite: SPED 671 or equivalent.

SPED 675. Advanced Assessment/Special**Services for Adults 1 credit**

This course is designed to enable students to use formal and informal measures to develop individualized programs for adults with disabilities in either post secondary education or adult service agencies. Prerequisites: PSYC 510, SPED 511.

SPED 679. Internship in Adult Services**(Repeatable) 1-6 credits**

This course is designed to provide the student with hands-on experiences in working with adults with disabilities in post-secondary or agency programs. This is a required course which is to be taken on a repeat basis equal to six credit hours in order to graduate from the program. Students are asked to spend a minimum of 400 clock hours for each three credits taken in supervised internship work that involves the application of skills learned while in the graduate program. Prerequisites: SPED 511, EDUC 542, 610, EDUC

620 or SPED 660, SPED 513, 520, or 540, SPED 623 or 643, SPED 671, SPED 672 or 673, SPED 674, 675, or 510.

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 510, 511, 514, 621, 631, 641, teacher certification or instructor permission. In Progress grade option.

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 510, 511, 514, 621, 631, 641, teacher certification or instructor permission. In Progress grade option.

SPED 700. Research Project**4 credits**

This course focuses on the collection and analysis of action research. Students will select a topic and conduct research projects. 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 laws including the Individuals with Disabilities Education 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

This course 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 will meet regularly with their instructor. No more than three credits can count towards the master's degree. Prerequisite: Permission of department. In Progress grade option.

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: PSYC 310/510.

SPED 720. Special Topics

1-3 credits

A study of current specialized topics in the field of special education. Prerequisite: PSYC 310/510.

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 instructor permission.

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 instructor permission.

EDUC 542. Counseling Theories and Practices

3 credits

An overview of contemporary counseling theories with a critical examination of the strengths and weaknesses of each theoretical approach. Includes extensive training in effective counseling techniques designed for therapeutic change. Prerequisites: PSYC 310/510, PSYC 342, instructor permission.

EDUC 552. Diagnostic and Prescriptive Techniques of Teaching Reading

4 credits

Diagnostic and prescriptive techniques for classroom teachers of reading. Corrective techniques appropriate for less severe reading disabilities; writing diagnostic and progress reports; parent interviews; designing prescriptions for teaching, tutoring and evaluating children in clinical setting. Lecture and laboratory. Graduate students will be required to fulfill all 552 requirements and 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

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 instructor permission.

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: EDUC 542, graduate status or instructor permission.

EDUC 620. College and University**Curriculum****3 credits**

Emphasis is placed on the various intricacies of the curriculum at the post-secondary level. Students will be exposed to various aspects of the college and university level curriculum including four year and two year preparatory programs. Students will be asked to explore through discussions, written assignments and presentations, such concepts as issues in post secondary curriculum, basic considerations in curriculum development, instructional processes that interact with the curriculum, evaluation of curriculum and methods.

Prerequisite: Graduate status.

EDUC 710. Research Methods**2 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**2 credits**

This course is an introduction and application of descriptive statistics, correlation estimation, hypothesis testing through the use of the t, ANOVA, and Chi Squares.

EDUC 712. Advanced Learning Theory**2 credits**

This course will focus on the discussion of the theories of learning as they apply to children and youth. Emphasis will be placed on students in-depth exploration of each of the major learning theories as these apply to students with and without special learning needs. Prerequisite: Graduate status.

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. Prerequisite: PSYC 310/510, graduate status, or instructor permission.

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 Human Services

The Master of Occupational Therapy Program consists of two years of liberal arts education prerequisites, emphasizing biological and behavioral sciences, and three years of professional course work including anatomy, physiology, neuroscience, occupational therapy, and clinical internships.

Students usually apply for formal acceptance into the MOT Program during the second (or sophomore) year of college-level work. Once accepted, they begin the professional phase of the program in the fall semester of their junior year. After their fourth year of studies, students must have successfully completed all requirements toward a bachelor's degree in order to proceed into the final year of professional studies. Typically, the bachelor's degree will be awarded with a major in psychology or elected studies.

In 1997, in recognition of an ever-increasing emphasis on professionalism and advanced training, the program evolved to offer graduate-level course work leading to a master's of occupational therapy degree. St. Ambrose offers the only Master of Occupational Therapy Program in the state of Iowa.

St. Ambrose's MOT program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

Questions regarding accreditation and certification can be addressed to ACOTE located at 4720 Montgomery Lane, PO 31220, Bethesda, MD 20824, or the AOTA at 301/652-2682.

Graduates from accredited programs are eligible to take the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT).

When students apply for the certification examination with the NBCOT, they will be asked to answer questions related to the topic of felonies.

After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice. However, state licenses are usually based on the results of the NBCOT Certification Examination.

Preparing for Master of Occupational Therapy Studies

The Master of Occupational Therapy Program does not accept every applicant who meets the minimum admissions requirements. Each class is selected on a competitive basis based on cumulative GPA, prerequisite GPA, on-campus essay or interview, and letters of reference.

Prerequisite course work in the sciences and mathematics, communications and behavioral sciences, and the liberal arts, is usually completed during the first and second years of college-level work. A master of occupational therapy applicant should have completed the majority of prerequisite classes before applying for admission into the program.

The following science and mathematics prerequisite course work must be completed at the time of application for acceptance to the Master of Occupational Therapy Program.

<i>Subject Area</i>	<i>SAU Equivalent</i>	<i>Hours</i>
Human Biology	BIOL 103/101	4
College Algebra	MATH 151	3
College Chemistry or Physics	CHEM 103/105 PHYS 201	4

Most of the following communications and behavioral science prerequisites should be completed at the time of application for acceptance to the MOT Program. A student may have up to nine semester credits of these prerequisites pending (be enrolled in the courses and expect successful completion) at the time of application.

These courses must be completed before beginning professional master of occupational therapy classes.

<i>Subject Area</i>	<i>SAU Equivalent</i>	<i>Hours</i>
Written Communication	ENGL 101	3
Medical Terminology	OTS 250	1
Intro Psychology	PSYC 105	3
Statistics	PSYC 213	3
Research Methods	PSYC 215	3
Life-Span Developmental Psychology	PSYC 305	3
Abnormal Psychology	PSYC 324	3
Speech	COMM 101/203	2-3
*Orientation to OT	OTS 255	1

*recommended but not required as a prerequisite

The majority of the following general education requirements should be completed at the time of application for acceptance to the Master of Occupational Therapy Program. A student may complete up to six semester credits of these courses during professional master of occupational therapy education.

Students having completed a bachelor's degree from another institution are not required to complete St. Ambrose's general education requirements. The student must complete the MOT Department prerequisites.

<i>Subject Area</i>	<i>SAU Equivalent</i>	<i>Hours</i>
Art, Music, Theatre (two of three)	Several	6
History	Several	3
Philosophy	PHIL 101, 201, 207, 208, 210, 217	3
Theology	THEO 101, 201,214, 219, 240, 250	3
Philosophy or Theology	Several	6
Foreign Language or Literature	Several	6
Wellness Concepts	PED 149	1
Physical Education	Several	1

Transfer Students

Transfer students from other colleges and universities can apply for admission to St. Ambrose and the Master of Occupational Therapy Program. Students must be admitted to the University as well as the Master of Occupational Therapy program. Admission to St. Ambrose University 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 form. 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.

Advancement / Admission to the Professional Phase of Master of Occupational Therapy Education

In addition to successful completion of prerequisite course work, students are required to demonstrate a strong understanding of occupational therapy and a commitment to the profession in order to advance to the professional phase of the program. To accomplish this they must:

1. Document a total of 50 hours of MOT volunteer experience completed in at least two different OT settings. At the time of application, the applicant must submit a registered occupational therapist's written statement (on official letterhead) verifying the observation experience, or they may document employment in an occupational therapy setting. In this case the applicant would submit a registered occupational therapist's written verification of employment with the application.
2. Have a minimum "computed" grade-point average of 2.7 (on a 4.0 scale) at the time of application and enrollment in the professional program. A computed GPA is determined by the student's cumulative GPA, and GPA in occupational therapy prerequisite courses (specific information available in the MOT office).

3. Complete an on-campus essay or interview.
4. Submit three letters of reference on official forms available in the application packet. These references should be from persons familiar with the applicant's qualities related to becoming an occupational therapist.
5. All prerequisite courses must be completed or enrolled in at the time of application. Only six semester credits of general education courses will be allowed to be completed while in the professional phase of the program. Certified occupational therapy assistants may have up to 12 hours of general education pending based on the decision of the program director. A baccalaureate degree must be completed prior to enrollment in the third year of the professional program or a plan of completion approved by the program director.
6. Additional requirements may be added. Please check with the MOT Department for the most current information.

Admissions Procedures

Students must be admitted to the University as well as the MOT program. The following steps must be complete to seek admission to the MOT program:

1. Complete official MOT program application.
2. Provide a list of courses expected to be completed prior to admission to program.
3. All prerequisites must be completed with a grade of *C* or higher.
4. Application and any support documents, including references and documentation of volunteer or employment experience, must be submitted to the Master of Occupational Therapy office by January 31.

Students will be notified of their admission status in writing by the MOT Office. Individuals accepting admission to the program must notify the MOT Office of acceptance in writing, and pay the acceptance fee, by a predetermined deadline. Students are officially admitted to the MOT Program at the time of enrollment in the professional program.

Retention/Readmission in the MOT Program

Students must meet the following criteria in order to be retained in the MOT Program.

1. Maintain an overall GPA of 2.7 on a 4.0 scale while an undergraduate, and 3.0 as a graduate student.
2. Complete all major and support courses with a minimum grade of C after two attempts. A student may not be enrolled in any professional master of occupational therapy courses until the second attempt has been successfully completed with a C or better.
3. Follow the Department Leave of Absence Procedures when it is necessary for the student to temporarily leave the MOT Program.

Dismissal from the University will automatically be considered dismissal from the Master of Occupational Therapy Department.

Appeal Procedures for Progression and Retention / Re-Admission to the MOT Program

Students have the right to appeal decisions related to admissions, progression, or retention to the Admissions and Retention Committee. Appeal procedures are available from the Master of Occupational Therapy Department.

Procedures

1. The student's request for appeal must be made in writing to the Chair of Admissions and Retention Committee within two weeks of being notified of his/her status in the MOT Program.
2. The student 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 member of the Admissions and Retention Committee will participate in the appeal process.

4. 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.
5. The decision of the committee will be made by majority vote of those committee members present using a written ballot.
6. The student will be verbally informed by the chair of the Admissions and Retention 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.
7. The student has the right to appeal the committee's decision to the dean of the College of Human Services in writing within one week after receiving notification of the decision.

Master of Occupational Therapy Curriculum

Course	Semester Hours
<i>Professional Courses</i>	
<i>Fall Semester (Junior Year)</i>	
BIOL 202 Human Anatomy/Physiology	4
OTS 255 Orientation to OT (if not previously taken)	1
OTS 313 Foundations of Adaptation	2
OTS 315 Fundamentals of Treatment	3
OTS 327 Adaptive Processes I	2
PSYC 403 Behavioral Neuroscience	4
	16
<i>Spring Semester</i>	
OTS 325 OT Intervention I	5
OTS 326 Fieldwork I-A	2
OTS 441 OT Applied Kinesiology	3
OTS 445 Pathology	3
BIOL 204 Advanced Human Anatomy	4
	17
<i>Fall Semester</i>	
OTS 440 Special Topics	1-2
OTS 442 OT Intervention II	5
OTS 443 Fieldwork I-B	2
OTS 449 Applied Orthotics	2
OTS 456 OT Group and Family Theory	3

Spring Semester

OTS 312 History, Philosophy & Functions OT	2
OTS 444 Adaptive Processes II	2
OTS 450 Special Topics	1-2
OTS 451 MOT Intervention III	5
OTS 455 WI-Professional Research I	3
PSYC 360 Behavioral Pharmacology	3
	16-17

Interim or Summer

OTS 452 Fieldwork I-C	4
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Fall Semester

OTS 460 Applied Treatment Theories	3
OTS 550 Special Topics	1-2
OTS 551 Clinical Reasoning	2
OTS 552 Professional Seminar and Ethics	2
OTS 554 Management	3
OTS 555 Advanced Research II	3
	14-15

Spring Semester

OTS 557, 558, 559 Level II Fieldwork (two of three)	12
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Level II Fieldwork is six months of full-time clinical experience which is usually outside of the Quad City area. In compliance with AOTA, Level II Fieldwork must be completed within 24 months of completion of academic preparation.

Estimated Costs

Application Costs

Application fee	\$25
Acceptance fee	\$200
Waiting list fee (non-refundable)	\$25
Lab fees	\$610

Additional Costs

Professional liability insurance	\$35
CPR certification	\$15
TB vaccination	\$15
Hepatitis B vaccination (recommended)	\$160
AOTA membership	\$50
IOTA membership	\$15
Fieldwork attire (lab coat, name badge)	\$65
Textbooks	\$800-900

Costs listed above are for 1999-2000. Students seeking

admission at a later date should check with the program director for exact current costs.

Course Descriptions

OTS 250. Medical Terminology 1 credit

This is a self-paced computer course which emphasizes the recognition, definition, and pronunciation of medical terms. The student will understand the meaning of these words by defining the word roots and combining forms.

OTS 255. Orientation to OT 1 credit

This introductory course to the profession of occupational therapy addresses professional terminology/definitions, core values and tools of practice, licensure, certification and educational requirements to enter the profession as well as current roles of occupational therapists within a variety of practice areas.

OTS 312. History, Philosophy, and Functions of Occupational Therapy 2 credits

The course includes the history and philosophy of the profession, theories and definitions of occupation, characteristics of the profession and professionalism and service delivery methods and settings

OTS 313. Foundations of Adaptation 2 credits

Introduction of the basic concepts underlying the theory that occupation is a source of needs satisfaction throughout the life span. Concepts include the capacity to adapt and the facilitation of positive adaptation, and the therapist's role in using the tools of the profession therapeutically.

OTS 315. Fundamentals of Treatment 3 credits

Focuses on the critical thinking skills required to identify, analyze, and adapt activities. Analyzes purposeful activity as normally performed and purposeful activity given a patient's treatment needs. Identifies how multicultural differences may influence an individual's interests, concerns, and response to therapy.

OTS 325. Occupational Therapy

Intervention I 5 credits

Utilizes the developmental approach to present theories and strategies for occupational therapy assessment and treatment of the 0–21-year-old population. Normal and abnormal cognitive, psychosocial and sensorimotor patterns and characteristics are examined. Methods and techniques for facilitating positive change, emphasizing the role of occupation in satisfying the adaptive drive are discussed and practiced. Lab included.

OTS 326. Occupational Therapy

Fieldwork I-A: Practicum 2 credits

Level I practicum in pediatrics consists of guided learning experiences in settings in which the population ages 0-21 receive educational, social and medical services.

The course provides the student with direct opportunities to observe and interact with infants, children, and adolescents engaged in the daily living activities that are appropriate for their ages and stages of cognitive, psychosocial, and sensorimotor development. Pass/No Pass course.

OTS 327. Adaptive Processes I 2 credits

This course is designed as the first of the performance based adaptive courses. This course will emphasize the process of identifying, assessing, and treating deficits in performance components that are impacting performance areas in activities of daily living.

OTS 440. Special Topics in Occupational Therapy I 1 – 3 credits

Selected topics in occupational therapy not covered in regular curriculum.

OTS 441. Occupational Therapy Applied Kinesiology 3 credits

Study of theoretical concepts used in the analysis of normal and abnormal patterns of movement as they apply to occupational therapy. Content includes biomechanical principles, anatomical structure and function of movement, functional testing of joints and muscles, and functional application to occupational role performance.

OTS 442. Occupational Therapy

Intervention II 5 credits

Occupational therapy programming, evaluation, assessments, treatment application, prevention and consultation as it applies to medical and psychological conditions involving the adult population. Lab included.

OTS 443 Fieldwork Level I-B 2 credits

The second competency-based fieldwork course to help develop skills in occupational therapy service delivery. Students assigned to agencies serving adults with bio-psychosocial problems. Pass/No Pass course.

OTS 444. Adaptive Processes II 2 credits

This course is designed as the second of the performance based adaptive courses. This course will emphasize the process of identifying, assessing, and treating deficits in performance components that are impacting performance areas in instrumental activities of daily living.

OTS 445. Human Pathology 3 credits

This is a course in human pathology which deals with the nature and cause of human disease. Selected developmental, neuromuscular, cardiovascular, and psychological conditions will be examined in depth.

OTS 449. Applied Orthotics 2 credits

This course is designed to evaluate, design, and fabricate orthotic devices as applied to injuries and pathologies in the upper extremity.

OTS 450. Special Studies 1 - 3 credits

Selected topics will be studied on an individual basis determined between teacher and student.

OTS 451. Intervention III 5 credits

Occupational therapy programming, evaluation, assessments, treatment application, prevention and consultation as it applies to medical and psychological conditions involving the elderly population. Lab included.

OTS 452. Fieldwork Level I-C 4 credits

The third competency based experience to further develop and assess the student's therapeutic skills in occupational therapy service delivery. Students are assigned to agencies serving elderly with bio-psychosocial problems. Students will be responsible for patient evaluation, treatment planning, and implementation under supervision in preparation for Level II Fieldwork experience.

OTS 453. Adaptive Processes III 2 credits

This course is designed as the third of the performance based adaptive courses. This course will emphasize the process of identifying, assessing, and treating deficits in performance components that are impacting performance areas in the areas of work and leisure. This course will address the use of technology in these areas, including the adjunctive therapeutic use of physical agent modalities.

WI-OTS 455. Occupational Therapy Research I 3 credits

The student will critically examine current MOT literature and develop a research question to further explore during this course and OTS 555. Upon question identification, various research activities will be initiated by the student to emphasize the benefits and importance of outcome studies. Clinical reasoning will be addressed as a method of further facilitation of decision making through active inquiry. Self directed learning will be stressed. This is a writing intensive course.

OTS 456. Occupational Therapy Group and Family Theory 3 credits

Contemporary group theories and skills used by occupational therapists in practice arenas with children, adolescents, adults, and the elderly. Development of skills in group roles and programming for therapeutic groups will be emphasized.

OTS 460. Applied Treatment Theories 3 credits

This course consists of occupational therapy techniques utilizing neurorehabilitation principles for clients throughout the lifespan.

Special emphasis will be placed on evaluation and treatment of clients with physical and/or psychosocial conditions utilizing the neurorehabilitation and biomechanical approach.

OTS 511. Level II Fieldwork C: Special Topics 1 - 6 credits

Special topics course. Optional course. Must have permission of fieldwork coordinator. Pass/No Pass course.

OTS 550. Special Topics 2 credits

Selected topics will be studied on an individual basis determined between teacher and student.

OTS 551. Clinical Reasoning in Occupational Therapy 2 credits

The concepts of clinical reasoning and critical thinking will be examined through a thorough exploration of goal directed activity, application of therapeutic principles to specific physical and mental diagnosis and the cognitive processes underlying therapeutic decision making. Students will examine their own clinical reasoning skills from the realms of procedural, interactive, and conditional reasoning. Upon participation in this course, the student will move from thinking skills at the novice level to that of competent clinician ready to assume entry level practice responsibilities they encounter during Level II Fieldwork.

OTS 552. Professional Seminar and Ethics 2 credits

The student will be presented with a variety of professional responsibilities and issues to be addressed prior to entry into practice. Students will gain an in-depth understanding of methods for interacting with and facilitating change within the national association. Students will demonstrate understanding of rights and responsibilities of the practicing occupational therapist through a critical examination of professional ethics and professional behavior. Guided interaction with other allied health professionals will assist students in developing professional communication and interaction skills.

OTS 554. Occupational Therapy

Leadership/Management

3 credits

The student will develop skills in occupational therapy service management. This will include health care trends and legal issues. The student will develop a model for the delivery of occupational therapy services in a selected agency or facility.

OTS 555. Research II

3 credits

Students will critically examine OT literature and complete a research project proposal, single case study design or research project. Upon completion of the course the student will have submitted a manuscript for publication consideration or presented research findings to relevant faculty and student members of the campus community.

OTS 557. Level II Fieldwork

Experience A

6 credits

Three months of supervised field experience with any age client population. Individuals exhibit psychosocial deficits affecting their work/productive activities, daily living activities, or play/leisure skills. Pass/No Pass grade.

OTS 558. Level II Fieldwork

Experience B

6 credits

Three months of supervised field experience with any age client population. Clients may exhibit psychosocial deficits affecting their work/productive activities, daily living activities, or play /leisure skills. Pass/No Pass grade.

OTS 559. Level II Fieldwork

Experience C

6 credits

Three months of supervised field experience with any age client population who present medical and/or psychosocial conditions. Field experience will occur in traditional or nontraditional settings. Pass/No Pass grade.

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 intensive three week programs 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 St. Ambrose. 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 St. Ambrose University.

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 survey of the dynamic principles and skills needed in various forms of pastoral ministry. The course strives to build upon the theological implications of Church as a holistic Christian “life-journey.” The particular emphasis of the course is an integration of theology, pastoral theory and practice. 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, presented 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. New Directions in Ministry 3 credits

This is a foundation course in pastoral theology. It examines significant changes taking place within the Church today in the areas of theology of ministry, identity of ordained and non-ordained ministry, collaborative ministry, the role of women in the Church, and the historical /spiritual foundations of discipleship. This course also strives to create a vision of Church for the new millennium.

MPS 563. Lay Preaching 5 credits

Both a theoretical understanding of and practical preparation for lay preaching as an integral part of pastoral ministry. Since Christian preaching is “from faith to faith,” each student will work with a Sermon Group composed of members of the student’s own faith community. Students will work with their groups in discussing the Biblical texts for preaching, in preparing an outline of the sermon and, finally, in evaluating the sermon after it has been preached by the student. Throughout the sixth month duration of this course each student will meet individually with a preaching mentor chosen from the MPS faculty. Prerequisite: MPS 504.

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. Prerequisite: MPS 571.

MPS 571+/THEO 409. Christian Mystical Tradition 3 credits

This course is offered to demonstrate the spiritual person's process of passing from so-called "ordinary" prayer to that of contemplative-mystical life through characteristics of that evolution. The aim of the course is to present a short "summa" of contemplative/mystical prayer treated in a few of the original sources or writings in the Christian mystical tradition. Prerequisite: MPS 570 or permission of instructor.

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 two-semester, six 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 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. Developing of Youth Ministry**MPS 592. Foundation of Christian Ministry****MPS 593. Fostering the Faith Growth of Youth Through Evangelization and Catechesis****MPS 594. Fostering the Faith Growth of Youth Through Justice Service****MPS 595. Fostering the Faith Growth of Youth Through Prayer and Worship****MPS 596. Foundations of Christian 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 Physical Therapy

College of Human Services

Physical Therapy is a unique and vital health profession concerned with health promotion, prevention of physical disabilities, and rehabilitation of persons disabled by pain, disease or injury. Physical therapists serve as a point of direct access to the health care system, where they evaluate human capabilities and impairments, and treat patients through the use of physical therapeutic measures as opposed to medicines, surgery or ionizing radiation. Physical therapists are involved in patient care, public education, administration and supervision of physical therapy services, consultation and research.

Master of Physical Therapy Degree Program

The Master of Physical Therapy (MPT) Program prepares physical therapists for general entry-level professional practice in a manner which meets both current and emerging health care needs. Graduates of the MPT Program will demonstrate a wide range of professional behaviors including: provision of high-quality clinical services; initiation of meaningful input to organizations and governmental agencies that have impact on the physical therapy profession and the patients it serves; maintenance of ethical and collegial interactions with other physical therapists and health care professionals; and commitment to physical therapy as a career, which requires life-long learning and self development.

Students must graduate from an accredited professional program in order to be eligible to take the required professional license examination. The MPT Program at St. Ambrose University (SAU) was granted accreditation as a physical therapist education program by the Commission on Accreditation in Physical Therapy Education/American Physical Therapy Association in 1996.

The MPT Program is offered in both “3+3” and “4+3” curriculum formats. In the “3+3” format, the first three years are spent completing general education requirements, core courses for the undergraduate major and the prerequisites for the MPT Program.

Persons taking advantage of the “3+3” format must apply in the fall of their junior year for acceptance into the MPT Program. If accepted, they must attain their undergraduate degree before starting the second year of the MPT Program.

Students with baccalaureate or graduate degrees who have completed all prerequisites utilize the “4+3” format. A majority of students have completed undergraduate degrees prior to being admitted to the MPT Program.

The MPT degree will be awarded after successful completion of the three-year MPT Program.

Admission Requirements

The admissions process for physical therapy programs across the country is highly competitive. The average GPA of students admitted to a recent sample of entry-level master’s programs was 3.6 (4.0 scale). Since the profession of physical therapy values strong interpersonal skills, and both service and leadership characteristics, the MPT Program faculty believes that GPA alone is not a sufficient criterion for determination of admission to the professional program.

Applicants must complete an Application for Admissions to Graduate Studies and satisfy all of the requirements listed below in order to be considered for admissions.

The application deadline is Jan. 1.

1. A grade of *C* or above must be attained for all prerequisites prior to entering the first semester of the MPT Program at SAU. Please note that the applicant is responsible for contacting the SAU PT Department for latest updates on prerequisites. The minimum pre-professional academic prerequisite courses include:

Course	SAU Equivalent	Credits
Biology*	BIOL 103 and 104	8
Human Physiology**	BIOL 202 and 204	3-8
General Chemistry*	CHEM 105 and 106	8
General Physics*	PHYS 203 and 204	8
Trigonometry (or above)	MATH 152	2
Statistics/Biostatistics	SSCI 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 three semester hour course in human physiology. In addition, a physiology lab is strongly recommended.

2. Minimum cumulative undergraduate GPA of 2.8 (on a 4.0 scale) or a minimum cumulative graduate GPA of 3.25 (on a 4.0 scale) for 18 or more semester hours in an approved graduate science degree program. Contact the department office regarding acceptable graduate courses.
3. Official transcripts from all undergraduate and graduate institutions attended; completed SAU PT (unofficial) Transcript Evaluation / Plan of Study for completion of academic prerequisites (form provided).
4. The Graduate Record Exam (GRE - standard version) must be taken early enough to ensure official results will be received by the MPT Department by the application deadline.
5. A minimum of 50 hours of clinical observation in various physical therapy practice settings must be documented on the form available through the Physical Therapy Department.

6. References from at least two individuals familiar with the scope and quality of the applicant's past academic work, activities and qualities related to becoming a physical therapist must be provided on the form available through the Physical Therapy Department.
7. The "3+3" student transferring to SAU must obtain a letter from the Registrar's Office of their originating institution indicating that the course work completed in the first year of the MPT Program will be credited toward their baccalaureate degree at the originating institution. (These students may obtain first year financial aid through the TERI loan program.)
8. Based upon the undergraduate GPA and quality of other application materials, select applicants will be invited for a required on-site interview. The interviews will be conducted by the Physical Therapy Admissions and Retention (A&R) Committee January through March. Interviewees will be expected to provide a personal photo for SAU PT Department use.
9. A baccalaureate degree must be completed prior to enrollment, or a plan of study to complete the baccalaureate degree prior to the beginning of the second year in the professional curriculum must be filed with the Physical Therapy Department prior to final acceptance.
10. All international students are required to submit official scores for the TOEFL exam. The minimum score requirement is 600.

The Physical Therapy Department's A&R Committee anticipates making admissions decisions prior to April 1. Admissions data will be processed by the committee, who will determine the best qualified applicants to be invited to join the MPT Program. An alternate student 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 document prior to matriculation.

Students electing not to join the program by the specified deadline date will be replaced by an applicant on the alternate list. Petitions for waivers of prerequisite courses and appeals regarding the admission process will be handled by the Physical Therapy A&R Committee.

Admissions Appeal Procedure

Applicants for admission to the MPT 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 A&R Committee within two weeks of having received written notification of an A&R Committee decision. The appeal must include the reasons for challenging the A&R Committee's decision.
2. The decision of the Appeals Committee will be made within two weeks after receipt of the appeal.
3. The applicant will be informed both verbally and in writing of the Appeals Committee's decision on the appeal within two weeks of that decision.
4. The student has a right to appeal the Appeals Committee's decision to the dean of the College of Human Services.

MPT Program Grading Policy

Each course instructor is responsible for establishing and notifying students of the guidelines required to complete course work. The Physical Therapy Department has set the following criteria for assignment of letter grading (percent of total course work):

A = 90–100% superior performance

B = 80–89% suitably proficient performance

C = 70–79% marginal performance

D = 60–69% unsatisfactory performance

(MPT courses only)

F = less than 60% failure

Other grading assignments (*P/NP*, *I*, *W*, and *IP*) and policies are outlined in this catalog and the student handbook.

Courses graded Pass/No Pass will require a minimum of 70% for a grade of Pass.

Student Retention Policy

The SAU Physical Therapy 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 probation status for the semester following the cumulative GPA dropping 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 Physical Therapy Program. Readmission to the program will be based upon competitive re-application during the regular admissions cycle.

Refer to retention policies in this catalog; 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 receives a *D* or an *F* grade in a course required for graduation from the SAU Physical Therapy Program, they will be required to satisfy one of the following options:

1. Retake the course if scheduling allows (while continuing with the professional curriculum).
2. Take a comparable course at another institution, pre-approved by the A&R Committee at SAU (while continuing with the professional curriculum).
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 A&R Committee.

Unless special approval is granted by the SAU MPT Curriculum Committee, it will be necessary to complete one of the preceding options before any subsequent SAU Physical Therapy course work. The student repeating a class or completing the required independent study in a course will receive a letter grade which will be recorded on the official transcript following the “Second-grade Option” procedure in the SAU Catalog. Inability of the student to complete one of these options with a C grade or above will result in the student being ineligible to continue in the professional program. Readmission to the program will be based upon competitive reapplication during the regular admissions cycle.

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 toward graduation.
2. A “No-Pass” grade in Clinical Education will require the student to repeat the course in a clinic setting other than the one in which the student has already been affiliated, and within the subsequent academic session as is practical to schedule.
3. Two “No-Pass” Clinical Education Courses will be considered ground for dismissal from the professional program without option to reapply 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. Further the A&R Committee will review the grades of all students whose cumulative GPA is below a 3.0 and with the faculty advisor recommend appropriate avenues for the student to attain the 3.0 status.

Additionally the faculty advisor and the A&R Committee will review on 4 week intervals, the status of any student in their last academic semester, whose course cumulative GPA is 3.23 or below. The student has the potential to pass all course work with a grade of C and have a cumulative GPA below 3.0.

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. All application and examination fees are borne by the license applicant. Licensing agencies routinely require information concerning felony and misdemeanor convictions.

Course Fees

BIOL 500 Human Gross Anatomy	\$115
PSYC 540 . . . Neuroanatomy/Neurophysiology	\$25
MPT 530, 560, 620, 630, 720 (per course)	\$75

Additional costs will be associated with required immunizations, lab coats, dissection kits, textbooks and current CPR certification. Personal health insurance coverage must be documented for clinical experiences. Use of an automobile will be necessary for transportation to regional clinical education sites.

Master of Physical Therapy Degree Curriculum

Course	Title	Credits
First Year		
Fall Semester		
BIOL 500	Human Gross Anatomy	5
MPT 510	Introduction to Health Care Systems	3
MPT 515	Professional Seminar I	1
MPT 530	Kinesiology/Biomechanics	5
MPT 550	Introduction to Physical Therapy	3

Spring Semester

MPT 520	Human Pathology	3
MPT 531	Functional Anatomy	1
PSYC 540	Neuroanatomy/Neurophysiology	5
MPT 560	PT Procedures I	3
MPT 570	Physical Agents	4
MPT 580	Clinical Education I	1

Second Year

Fall Semester

MPT 600	Issues in Patient Care	3
MPT 610	Topics in Clinical Medicine	3
MPT 620	Musculoskeletal Therapeutics I	5
MPT 640	Cardiopulmonary Therapeutics	5
MPT 680	Clinical Education II	1
MPT 605	Teaching Practicum (elective)	1

Spring Semester

MPT 630	Neuromuscular Therapeutics	5
MPT 650	Issues in Research	5
MPT 660	Professional Practice in PT	3
MPT 670	Orthotics and Prosthetics	3
MPT 605	Teaching Practicum (elective)	1

Summer

MPT 684	Clinical Education IV (5 weeks)	2
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Third Year

Fall Semester

MPT 710	Clinical Decision-Making	5
MPT 720	Musculoskeletal Therapeutics II	2
MPT 730	Therapeutic Exercise Applications	3
MPT 760	PT Procedures II	3
MPT 780	Clinical Education V	2
MPT 705	Research Practicum	1-2
MPT 605	Teaching Practicum (elective)	1

Spring Semester

MPT 782	Clinical Education VI (two, eight-week internships)	9
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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.

MPT 510. Introduction to Health Care Systems 3 credits

This course provides an overview of the major health care systems in the United States, focusing on their historical development and factors affecting utilization. Health care system components, organizations, resources and management will be emphasized. Characteristics of predominant health care professions will be highlighted. Ethical issues germane to these systems and to their reform will be examined. This is the first course in a series of four in the MPT program concerned with contemporary issues in health care.

MPT 515. Professional Seminar I 1 credit

This seminar introduces resources valuable to being an effective graduate student, maintaining a healthy balance between personal and professional life. 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.

MPT 520. Human Pathology 3 credits

Human Pathology is a course which deals with the nature and cause of human disease. Specifically, we will examine the effects of disease on the structure and function of body tissues. A strong emphasis will be placed on the pathophysiology of disease processes as well as clinical appearance of disease. Initial work will include a study of the basic pathologic processes which underlie all diseases. This will be followed by a systematic look at diseases which affect the various organ systems of the body. In addition, we will explore the multi-system effects of key diseases such as diabetes mellitus, rheumatoid disease, etc.

MPT 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 BIOL 500 (Gross Anatomy) and MPT 531 (Functional Anatomy).

MPT 531. Functional Anatomy 2 credit

Anatomical landmarks on or adjacent to the surface of the body are utilized by physical therapists to assess human structure and function. These landmarks are most commonly identified through visual observation and manual palpation skills. The general purpose of this laboratory course is to provide students with the knowledge, selection, and application skills necessary to successfully utilize these landmarks in clinical practice. The course will build upon content presented in BIOL 500 Human Gross Anatomy and MPT 530 Kinesiology / Biomechanics and will compliment material presented in MPT 560 Physical Therapy Procedures I.

**PSYC 540. Neuroanatomy/
Neurophysiology 5 credits**

This course provides an in-depth review of neuroanatomy and neurophysiology with special emphasis on relationships to normal human function and dysfunction resulting from maldevelopment or injury to the nervous system. The bases for sensation, perception and functional neuromuscular control will be emphasized. Correlated laboratories will introduce procedures used for the clinical examination of sensory and motor systems.

**MPT 550. Introduction to
Physical Therapy 3 credits**

An introduction to physical therapy as a health profession. The history and evolution of physical therapy and other health professions will be presented. The importance of professional socialization and development will be introduced. Ethical standards of professional conduct, medical-legal aspects and regulation, and scope of professional practice will be highlighted. Strategies involved in professional relations, including effective teaching and use of the team approach will be emphasized. Contemporary professional and societal needs will be examined.

**MPT 560. Physical Therapy
Procedures I 3 credits**

This course is the first of a two course sequence presenting select physical therapy procedures. Students will gain skills necessary to perform an evaluation of a patient, and begin to develop a treatment plan. Assessment of joint range of motion, muscular strength, posture, gait, assistive devices related to gait, gait training and transfers will be presented across the life span. Documentation procedures will be introduced. Interpretation of information from evaluations and relationships to treatment planning will be emphasized.

MPT 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 the basis for pain and tools for pain assessment are introduced. Current theories and treatment techniques for wound healing are included. Emphasis is placed on the development of clinical rationales, decision-making, and problem-solving.

MPT 580. Clinical Education I 1 credit

This is the first of six clinical education experiences during which students actively integrate didactic materials and practice psychomotor skills which have been presented in the curriculum to date. Additionally, students are to observe, discuss and assist with the physical therapy procedures available during their clinical affiliation which have not yet been presented in class. For this course, students complete two nonconsecutive 40-hour weeks in one physical therapy setting under the supervision of a Clinical Instructor (CI). The first week is anticipated to be actively observational, as students have yet to have formal training within the program with respect to patient evaluation or treatment. This week is intended to be an initial professional socialization experience and to complement the variety of settings the student observed prior to admission to the program. During the second week, students will be expected to apply selected physical agents and to perform selected basic patient evaluations (as covered in the first portion of the spring semester courses.) Pass/No Pass course. In progress (*IP*) grade option available.

MPT 600. Issues in Patient Care 3 credits

This course examines psycho-social issues which have impact on high quality patient/client care. Influences on effective patient/client/therapist communication, patient/client motivation and compliance, 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 and prevention of professional and care giver burnout will be presented.

MPT 605. Teaching Practicum (Elective) 1 credit

This course is offered to MPT students desiring to gain experience in academic teaching. It consists of seminars and supervised academic teaching experiences, which are related to the development of effective teaching skills. The student will assist the instructor in the

design, set-up and presentation of academic lectures and laboratories within the MPT Program. Pass/No Pass course. In progress (*IP*) grade option available.

MPT 610. Topics in Clinical Medicine 3 credits

This course provides an overview of the medical management of common clinical disorders encountered by physical therapists. Presentations by primary and specialized medical/health science practitioners will include elements related to pathology, patient evaluation, diagnosis, treatment, referral and prognosis. Practitioner perspectives on the roles of physical therapists in the management of specific disorders will also be presented.

MPT 620. Musculoskeletal Therapeutics I 5 credits

Introduction to theories of and basis for evaluation and treatment of musculoskeletal dysfunction/disorders, with emphasis on orthopedic conditions. This will include review of relevant anatomy, pathology, radiographic techniques, factors influencing normal and dysfunctional growth, and tissue healing times. Critical thinking skills will be developed for evaluation and treatment of the MS system using orthopedic rehabilitation. Manual therapy concepts and techniques will be introduced.

MPT 630. Neuromuscular Therapeutics 5 credits

The focus of this course is on the evaluation and therapeutic treatment of patients with neuromuscular disorders due to injury to the central nervous system (e.g., cerebral vascular accident, traumatic brain injury, spinal cord injury) or due to neurodegenerative diseases (e.g., Parkinson's disease, multiple sclerosis). Concepts from motor control and motor learning are integrated throughout the course. Related research will be reviewed.

MPT 640. Cardiopulmonary Therapeutics **5 credits**

This course provides an overview of the principles of applied work physiology and clinical perspectives of physical therapy involvement in health promotion, wellness and risk stratification. Emphasis is placed on techniques and theories of physical therapy management of patients with acute and chronic cardiac and pulmonary disorders across the life span.

MPT 650. Issues in Research **5 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 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. Manuscript preparation and research presentation options are addressed. Emphasis is placed upon critique of current physical therapy literature, encouraging students to be consumers of research, to foster critical evaluation of theories and techniques used in clinical practice.

MPT 660. Professional Practice in Physical Therapy **3 credits**

The last in a series of four courses concerned with contemporary issues in health care. This course focuses on administration and management of physical therapy practice services. A unique feature is the module "Dimensional Management Training - I" which emphasizes interpersonal aspects of effective management.

MPT 670. Orthotics and Prosthetics **3 credits**

This course is concerned with the theory and practice of orthotic and prosthetic therapeutics. Appropriate anatomical and biomechanical principles, as well as normal and abnormal movement will be reviewed and discussed. History, use, and function of orthotic and prosthetic devices, and related therapeutic concerns will be covered. Practical experience in this area will be included in laboratory sessions.

MPT 680. Clinical Education II **1 credit**

This course is the second of six clinical education experiences during which students actively integrate didactic materials and practice psychomotor skills (including patient evaluation, treatment and documentation) which have been presented in the curriculum. Additionally, students are to observe, discuss, and assist with physical therapy procedures available in their assigned clinical setting which have not yet been presented in class. Students participate in this one week affiliation under the supervision of their Clinical Instructor (CI), a licensed physical therapist whose facility is contracted with St. Ambrose for the purpose of providing clinical education experiences. Pass/No Pass course. In progress (*IP*) grade option available.

MPT 684. Clinical Education IV **2 credits**

This course is the third of six clinical education experiences in the curriculum. Notably, it is the first extended affiliation during which students are expected to assume responsibility for the continuum of patient care. Students will assume an active role in initial and on-going evaluations, treatment planning and delivery, documentation, and discharge planning. Students are to approach entry-level competency in care of patients characteristically treated in their assigned area of clinical practice (acute care, neurological rehabilitation, or orthopedics). The course occurs under the supervision of the Clinical Instructor (CI), a licensed physical therapist whose facility affiliates with St. Ambrose for the purpose of providing clinical education experiences. Pass/No Pass course. In progress (*IP*) grade option available.

MPT 705. Research Practicum **1 – 2 credits**

Under faculty supervision, students conduct pilot work and develop a research proposal or complete a group research project involving data collection, data analysis and statistical analysis. Students present platform (oral) presentations and submit a final research paper. Pass/No Pass course. In progress (*IP*) grade option available.

MPT 710. Clinical Decision-Making 5 credits

This course examines models of decision analysis and critical thinking, problem-solving, and clinical decision making utilized by physical therapists and other health care professionals engaged in patient evaluation, diagnosis, and treatment of diseases and disorders of the major organ systems. The importance of collaboration and referral among health care professions will be emphasized. Clinical decision-making skills will be developed through participation in didactic, laboratory and clinical problem solving experiences. Clinical decisions will be formulated, in part, within the context of contemporary health care organizational structure and market forces.

MPT 720. Musculoskeletal Therapeutics II 2 credits

This course is the second in a two course sequence in musculoskeletal therapeutics and presents assessment and treatment of the spine and associated joints. Assessment and treatment include accessory and physiologic motion to be performed manually. Associated topics, such as ergonometics, TMJ, and spinal stabilization are included. This course is primarily a laboratory format.

MPT 730 Therapeutic Exercise Applications 3 credits

This course will challenge students to utilize therapeutic exercise as an essential component of the physical therapy treatment for a variety of patient/client diagnoses. Students will be expected to apply previous curricular content in planning, rationalizing, implementing, monitoring and progressing/regressing therapeutic exercise prescriptions. The emphasis will be placed on the design and implementation of exercise program including: teaching exercise programs, implementation of an appropriate plan of care involving therapeutic exercise, monitoring exercise responses in a safe manner and logically and safely progressing exercises to achieve projected short and long term patient/client centered goals.

MPT 760 Physical Therapy Procedures II 3 credits

This course presents advanced specialized and current evaluation and treatment topics applicable to selected specific patient populations. Student will utilize their prior academic knowledge and clinical education experiences to explore through literature review, discussion, and patient demonstration, specialized topics in physical therapy. Topics include pediatrics, geriatrics, electrodiagnostic procedures and aquatics. It is anticipated that the course will facilitate student interest in pursuing future speciality areas as well as increase their exposure to a greater variety of skills, techniques, and topics.

MPT 780. Clinical Education V 2 credits

This is the fourth of six clinical education experiences during which students actively integrate didactic materials and practice psychomotor skills (including patient evaluation, treatment and documentation) which have been presented in the curriculum. Additionally, students are to observe, discuss, and assist with physical therapy procedures available in their assigned clinical setting which have not yet been presented in class. Students participate in this two-week affiliation under the supervision of their Clinical Instructor (CI), a licensed physical therapist whose facility is contracted with St. Ambrose for the purpose of providing clinical education experiences. Pass/No Pass course. In progress (*IP*) grade option available.

MPT 782. Clinical Education VI 9 credits

This course includes the fifth and sixth clinical education experiences provided in the curriculum. Students are to achieve entry-level competency in care of patients characteristically treated in their assigned area of clinical practice (acute care, neurological rehabilitation, or orthopedics). Students participate in two eight-week affiliations under the supervision of Clinical Instructors (CIs), licensed physical therapists contracting to the program for the purpose of providing clinical education experiences. Pass/No Pass course. In progress (*IP*) grade option available.

Master of Social Work

College of Arts and Sciences

The Master of Social Work (MSW) Program began instruction in August 1997 and has as its primary mission to prepare competent professionals for advanced empowerment social work practice. The program prepares graduates to practice competently, ethnically, and with theoretical understanding of diversity, human behavior, and social contexts. The mission reflects the purposes of social work to further the well-being of people and to promote social and economic justice. The social work program at St. Ambrose University emphasizes empowerment of client systems and the promotion of a just society. The social work profession focuses on the provision of resources and opportunities for people to live with dignity and freedom in their transactions with each other and the institutions of our society. To this end, the St. Ambrose University social work program equips students with a comprehensive knowledge base, practice competencies, and ethical standards for professional practice.

Note: The following information may be subject to change as the program evolves through the faculty approval process.

Accreditation

The MSW Program is seeking full accreditation with the Council on Social Work Education (CSWE) in academic year 1999–2000. Questions about accreditation should be addressed to the director of the School of Social Work.

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 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.

In addition to meeting the eligibility criteria of St. Ambrose Graduate Studies, the MSW Program requires:

- A bachelor's degree from a regionally accredited college or university with evidence of a liberal arts foundation to include the following minimum credit hours:

Social and Behavioral Sciences

18 hours

Humanities 9 hours
 Statistics 3 hours*

- A related, non-statistics course (e.g. Math, Research Methods) may be acceptable if 80% of the course content focuses on basic statistics. For non-statistics courses, applicants must submit a catalog description and a course syllabus to the Admissions Committee for determination of whether this eligibility criterion has been satisfied.

The following list of Liberal Arts distribution areas will be used to determine where a course belongs: humanities or social and behavioral sciences. The Admissions Committee will review the applicant's transcript to determine whether or not the Liberal Arts requirement is satisfied. The Social and Behavioral Sciences include: Anthropology, Biomedical History, Communications, Economics, Environmental Studies, Geography, History, International Studies, Political Science, Psychology, Social Work, Sociology, Urban Planning, Women's Studies, all Ethnic Studies courses. Humanities includes: Architecture, Art, Art History, Classics, Comparative Literature, Dance, Drama, English, Landscape Architecture, Linguistics, Music, Philosophy, Religious Studies, Speech Communication, all foreign languages and literature. Students without human biology at the undergraduate level will be required to take a human biology 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
- previous experience in the field of human services as an employee, student, or volunteer
- evidence of interest, ability, and potential for professional social work practice on an advanced level as demonstrated by three (3) letters of recommendation and a written personal statement

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. The Admissions Committee reviews every completed application on hand before making admissions decisions. Upon receipt of notice of acceptance, the applicant is required to submit (within 30 days) a deposit of \$200, which will be applied to tuition. If the applicant is unable to begin studies in the year for which admission was originally requested, the deposit will apply to the following year if basic admissions requirements are still met. The deposit is not refunded if the applicant does not attend the MSW Program at St. Ambrose University.

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 according to the following procedures:

1. Applicants must file a written appeal of any decision of the Admissions Committee within two weeks of having received written notification of an Admissions Committee decision. The applicant's appeal must include the reasons for challenging the Admissions Committee's decision.
2. The decision of the Appeals Committee will be made within two weeks after receipt of the appeal by a majority vote of those committee members present, using a secret ballot.
3. The applicant will be informed both verbally and in writing of the Appeals Committee's decision on the appeal within two weeks of that decision.
4. The student has a right to appeal the Appeals Committee's decision 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	4.00
A-	3.75
B+	3.50
B	3.00
B-	2.75
C+	2.50
C	2.00
F	0.00

Other grading assignments (*P/NP*, *I*, *W*, and *IP*) and policies (auditing, quality-points, “Resident Credit,” withdrawal from the University, policy on academic dishonesty, statement on satisfactory progress, retaking a course (second grade option), are outlined in this catalog and the student handbook.

Student Retention Policy

The School of Social Work requires students to maintain a cumulative GPA of 3.0 (on a 4.0 scale) in their professional curriculum. Students not maintaining this level will be placed on academic probation for the following semester. During the probationary semester the student will be advised weekly by their program advisor. Failure to maintain a cumulative GPA of 3.0 following a probationary semester will result in the student being denied permission to register for further professional course work.

Readmission to the program will be based upon reapplication through the regular admissions process.

Programs

The School of Social Work at St. Ambrose University has developed three different programs for persons seeking Master of Social Work degrees: standard full-time, advanced standing, and part-time. All three 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. Placements may occur in the evening or on weekends for part-time students.

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 theory 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 bridging 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.

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 (6) 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 will stress a number of change strategies which include, but are not limited to: case management, mediation, problem solving approaches, use of community resources, psychotherapy and play therapy, systems approaches, organizational and community change strategies, and advocacy and networking. This range of change strategies taught in the required and elective classes in the specialization year, as well as the specialized field placements, will provide a series of practice competencies which have applicability to a wide range of social service settings in both urban and rural communities.

A summary of foundation, concentration, elective and advanced courses follows:

Electives

The student chooses nine (9) semester units of electives from the options offered in the MSW Program during the year. The choice of electives should be consistent with the ultimate goal the student may have for his/her professional career. With advisor and director consent, other electives which are graduate level taken at St. Ambrose University from departments other than social work or from an accredited MSW program within the past five years may be used in place of electives taken in the MSW Program at St. Ambrose.

Field Practice

Field practice is a central component in each student's professional education. Field work placements provide the student with a range of practice experiences to promote the integration of theoretical learning from class work, and to develop knowledge, values, and skills for social work practice. Students benefit from an extensive network of over 90 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 retarda-

tion 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 theory and practice courses. Students in the two-year program are assigned for two days a 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 two days a 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 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
 MSW 591: Field Instruction I
 MSW 592: Field Instruction II

Concentration

MSW 530: Advanced Empowerment Practice I
 MSW 540: Advanced Empowerment Practice II
 MSW 740: Research III
 MSW 830: Supervision
 MSW 910: Ethical Issues
 MSW 593: Field Instruction III
 MSW 594: Field Instruction IV

Concentration Specific Electives

MSW 550: Psychological and Relational Assessment	
MSW 560: Child Welfare	
MSW 570: Advanced Couple and Family Therapy	
MSW 580: Social Work and Aging	
MSW 590: Advanced Group Work	

Concentration General Electives

MSW 860: Economic and Social Justice	
MSW 870: Management	
MSW 920: Substance Abuse	
MSW 940: Women's Issues	
MSW 950: Health Care	
MSW 960: Child Abuse	
MSW 990: Special Topics	

Advanced Standing

MSW 620: Human Behavior II	
MSW 720: Research II	
MSW 820: Social Policy II	

Sample Curriculum

Foundation Year

Fall Semester

MSW 510: Practice I	3
MSW 610: Human Behavior I	3
MSW 710: Research I	3
MSW 810: Social Policy I	3
MSW 591: Field Instruction I	3
Total credit hours	15

Spring Semester

MSW 520: Practice II	3
MSW 620: Human Behavior II	3
MSW 720: Research II	3
MSW 820: Social Policy II	3
MSW 592: Field Instruction 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: Practice III	3
MSW 830: Supervision	3
MSW 910: Ethical Issues	3
Elective	3
MSW 593: Field Instruction III	3
Total credit hours	15

Spring Semester

MSW 540: Advanced Empowerment Practice II	3
MSW 740: Research III	3
Elective	3
Elective	3
MSW 594: Field Instruction IV	3
Total credit hours	15

Course Descriptions

MSW 510. Practice I 3 credits

This course teaches a generalist approach to social work practice based on an empowerment model. Students will learn the processes, ethics, skills, values, and methods of generalist social work practice beginning with the first contact with clients and continuing through the assessment phase of social work process. This course will emphasize social justice and practice with members on non-dominant and disenfranchised groups.

MSW 520. Practice II 3 credits

This course is a continuation of MSW 510. Students will learn planning, intervention, and ending phases of generalist social work. Students will also learn methods and practice skills relevant to all levels of client systems with special attention to effecting change in groups, organizations, and communities. The emphasis on empowerment and social justice in MSW 510 will be continued in this course.

MSW 530. Advanced Empowerment**Practice I****3 credits**

This course advances students' abilities to implement empowerment-oriented strategies to accomplish individual, interpersonal, and familial change. Students will learn various social work practice methods including those that focus on context, development, system dynamics, behavior and belief systems. The outcome will be an empowering practice approach characterized by collaboration, focused on client strengths, sensitive to cultural and gender diversity, and oriented toward organizational, community, and social change.

MSW 540. Advanced Empowerment**Practice II****3 credits**

This course continues the work begun in MSW 530 with further development of advanced skills in differential interventions with a variety of systems. Emphasis will be three-pronged. The skill component of the course will consider the differential use of practice theories and skills with groups of people who share generally common characteristics and responses to commonly shared difficulties. The critical assessment of practice theories begun in MSW 530 will continue and enable interventions to be designed in response to the unique needs and characteristics of particular client systems.

MSW 550. Psychological and Relational Assessment
3 credits

The purpose of this course is to identify and to develop an understanding of the issues inherent in the study and the assessment of abnormal behavior. The course will explore current paradigms for viewing psychopathological behavior and analyze the commonalities and differences among these perspectives. The intent of this analysis will be to identify those defining characteristics of maladaptive behavior in relation to possible explanations of causality as they influence the process of designing interventive approaches in working with a clinical population. Major cognitive, affective, personality and character disturbances will be addressed within the framework of the DSM IV classification system.

MSW 560. Child Welfare**3 credits**

This course will review the historical value and theoretical bases of child welfare policy and practice; analyze legislation and regulations regarding child protection and child welfare; describe existent public and private programs and services in child welfare, survey current evaluative research in child welfare; provide a base for discussion of contemporary issues in child welfare, such as welfare reform, changing family structures; considerations in child welfare practice with diverse and vulnerable families, family preservation, family reunification and other collaborative models as well as implications for future service design.

MSW 570. Advanced Couple and Family Therapy**3 credits**

This course builds on the history and traditions of family therapy in the basic social services. It examines pertinent practice issues, family therapy concepts and approaches used in contemporary social work intervention with traditional social work emphasis on working with low socio-economic families and racial ethnic minority families.

MSW 580. Social Work and Aging**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 is an intersequential course designed to provide students in the human services 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. It will give principal focus to the varying ethnic and cultural contexts within which individuals live and move into the later years. This will further aid students in distinguishing normative from non-normative patterns of aging, given varying cultural settings.

MSW 590. Advanced Social Work with Groups 3 credits

This is an advanced level practice elective in social work with groups. The course builds on the knowledge of group phenomena, processes, and dynamics, taught in the foundation year. It provides students who have a particular interest in work with groups, with advanced level knowledge and skill for empowerment social work practice at this level of intervention. Group theory and group methodology will be explored in depth, as these apply to a broad range of social work settings, client populations, and societal contexts. Presentation and discussion of students' social work practice with groups is focal to the course. Simulations and role play will provide further opportunity for the development and refinement of advanced skills for social work practice with groups.

MSW 610. Human Behavior I 3 credits

The goal of this course is to provide information about the multiple factors which affect human biological growth, personality development, and behavior. This course will focus on the interactions between the developing person, his/her family, and the social systems in which that lifelong development takes place. Human development is studied within the context of those biological, psychological, and socio-cultural systems which affect, and are affected by, human beings. Incorporated into this context is current knowledge related to ethnic minorities and oppressed groups. In connection with such course content, attention is also focused on differences in values and life styles, and the issues that they generate for the understanding of human development, and for the role of the social work practitioner.

MSW 620. Human Behavior II 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 environ-

ment. Contemporary human-social problems, which are evidenced at societal, organizational, and group levels of interaction, will be discussed not only from the perspective of socio-cultural theory, but in terms of personal and collective ethical stances as well.

MSW 710. Research I 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 are expected to become proficient in the principles and methods of conducting and evaluating empirical research. This requires that students understand research on conceptual, theoretical and practical levels in order to become effective consumers and practitioners of research.

MSW 720. Research II 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.

MSW 740. Research III 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 course will follow a lecture-lab format. The logic behind and application of descriptive and inferential statistical analysis will be introduced. Students will be responsible for processing data on computers using statistical software.

MSW 810. Social Policy I 3 credits

The first required course in social policy examines the history and development of social welfare programs and policies in the United States. A major focus of this examination includes the evolution and contributions of professional social work to social welfare. Emphasis is placed on the dynamic relationship between social welfare policies and modern industrial/ post-industrial society.

MSW 820. Social Policy II 3 credits

This second required course in social policy builds on the introductory and historical content of MSW 810, focusing on the use of analytic concepts in studying and analyzing current social policy issues. Significant contemporary issues in social welfare will be examined.

MSW 830. Supervision 3 credits

This course is designed to provide students with the requisite knowledge for assuming the basic responsibilities of supervision and leadership. It examines the purpose, principles and methods of supervision and leadership applicable to many settings in social work. It deals with the role demands upon the supervisor and supervisee. Emphasis is placed upon the education and administrative elements. Factors which affect supervision, leadership and staff development within agencies, communities, and the social work profession will be addressed. Current funding crises and impact on services will receive emphasis.

MSW 860. Economic and Social Justice 3 credits

In this course, selected principles and skills of social justice applicable to social welfare settings are introduced. The influences of the U.S. economic system on funding patterns, organizational environments, structure and staff roles within social welfare settings are considered. Issues to be faced and resolved in the global competition for scarce resources will receive special attention.

MSW 870. Management 3 credits

The planning and program evaluative skills acquired in MSW 820, 710 and 720 form the foundation and focus of MSW 870. 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; evaluating program and service objectives; and grant-writing.

MSW 910. Ethical Issues 3 credits

This course is designed to foster sensitivity to ethical concerns and to provide knowledge and experience in ethical decision-making. Students will become familiar with the philosophical base of ethics, will consider social work values and ethical dilemmas in practice at all levels, and will develop expertise in using a decision-making model. The implications of such ethical practice will be reviewed. Case materials will reflect a variety of issues, levels of practice, and a diversity of populations.

MSW 920. Substance Abuse 3 credits

This course provides an overview of the problems of substance abuse for the individual, the family and society, focused on the concepts of addiction, co-dependency and recovery. The course will provide a model for effective social work treatment and intervention, at different levels of practice.

MSW 940. Women's Issues 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. Within the field of social work itself there is evidence that women social workers are victims of discriminatory practices; this issue will also be addressed.

MSW 950. Health Care **3 credits**

This course identifies and develops an understanding of the issues inherent in working in a health care setting. It 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.

MSW 960. Child Abuse **3 credits**

Provides an historical and theoretical framework for social workers to understand the ecological context of child abuse and neglect in our society. Beginning with the societal values which shape current child welfare policy, social worker roles, expectations and resources for working with child abuse and neglect will be discussed. The scope of the problem, as well as factors associated with various categories of child maltreatment, will be delineated. A survey of child welfare research will inform intervention strategy options. Special attention will be given to Federal and State initiatives to redirect child welfare resources toward prevention services, especially family preservation and family reunification.

MSW 999. Independent Study **1 - 3 credits**

Students may choose to take an independent study in any semester as an elective for the purpose of increasing their depth of knowledge of a particular subject area, or broadening their knowledge to include a subject area that is new to them. Students may not fulfill the non-elective requirements of the degree through independent study; nor may they receive independent study credit for work for which they have received - or will receive- academic credit from any graduate or undergraduate program. Prerequisite: Enrolled in MSW program.

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 done in previous collegiate work—as testimony to scholarship.
6. Official copies of GMAT scores to be forwarded directly from Education 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 from non-English speaking countries, the TOEFL score will be required.

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: Industrial

Organization/Organization Theory

DBA 913. Readings Seminar: Strategic Management

DBA 920. Case Research in Organizational Behavior and Human Resources

DBA 921. Case Research in Strategic Management and Industrial Organization/Organization Theory

Choose three from the following eight courses:

DBA 930, 931. Special Topics: Human Resources

DBA 940, 941. Special Topics: Organizational Behavior

DBA 950, 951. Special Topics: Industrial Organization/Organization Theory

DBA 960, 961. Special Topics: Strategic Management

DBA 990. Dissertation

Other Requirements

Written comprehensive exams

Oral comprehensive exams

Dissertation proposal defense

Dissertation

Dissertation defense

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: Industrial Organization/Organization Theory 3 credits

This course is designed to introduce doctoral students to theory and research in Industrial Organization/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 920. Case Research in Organizational Behavior and Human Resources **3 credits**

This course is designed to introduce doctoral students to the methods used in design, data collection, analysis, and writing of cases in the Organizational Behavior and Human Resource domains.

DBA 921. Case Research in Strategic Management and Industrial Organization/Organization Theory **3 credits**

This course is designed to introduce doctoral students to the methods used in design, data collection, analysis, and writing of cases in the Strategic Management and Industrial Organization/Organization Theory domains.

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.

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Reference

Course Cross Reference

Course	Title	Cross Reference
ASTR 201	Astronomy.	NSCI 201
BIOL 316	Toxicology.	ENVR 316
CHEM 333	Environmental Chemistry.	ENVR 333
CSCI 330	Numerical Analysis	MATH 330
ECON315	American Economic History.	HIST 359
ECON 335	Environmental Economics	ENVR 335
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 II	PHYS 304
ENVR 311	Environmental Ethics.	PHIL 311, THEO 311
ENVR 316	Toxicology.	BIOL 316
ENVR 333	Environmental Chemistry.	CHEM 333
ENVR 335	Environmental Economics	ECON 335
ENVR 360	Environmental Law and Regulations.	PSCI 360
HIST 245	Catholicism in America	THEO 245
HIST 307	History of Christianity I: Early and Medieval	THEO 307
HIST 308	History of Christianity II: Reformation and Modern	THEO 308
HIST 359	Economic History in the U.S.	ECON 315

HIST 395	Methods of Teaching Social Studies	EDUC 329
IE 110	Engineering Graphics	ENGR 110
IE 220	Engineering Statics	ENGR 220
IE 302	Engineering Dynamics	ENGR 302
IE 303	Strength of Materials	ENGR 303
IE 310	Materials Science	ENGR 310
IE 312	Thermodynamics	PHYS 321, ENGR 312
MATH 330	Numerical Analysis	CSCI 330
MPS 620	Music and Liturgy	MUS 310, THEO 310
MUS 310	Music and Liturgy	MPS 620, THEO 310
NSCI 205	Physical Geography	GEOG 201
NSCI 201	Astronomy	GEOG 201
PHIL 311	Environmental Ethics	ENVR 311, THEO 311
PHYS 304	Electromagnetic Theory II	ENGR 320
PHYS 321	Statistical Physics and Thermodynamics	ENGR 312, IE 312
PSCI 213	Statistics for Social Sciences	SOC 312, SSCI 213
PSCI 360	Environmental Law and Regulations	ENVR 360
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, SSCI 213
SOC 318	Group Dynamics	PSYC 318
SSCI 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
THEO 311	Environmental Ethics	ENVR 311, PHIL 311

Directories

Course Codes

The following course codes are used on student records:

ACCT	Accounting	MAC	Master Of Accounting
ART	Art	MATH	Mathematics
ASTR	Astronomy	MBA	Master In Business Administration
BIOL	Biology	MBAH	Master of Business Administration in Health Care
BUS	Business Administration	MCJ	Master Of Criminal Justice
CATH	Catholic Studies	MCOM	Mass Communications
CCNA	Communication and Computer Network Administration	MED	Master of Education
CHEM	Chemistry	MHCA	Master of Health Care Administration
CIS	Computer Information Systems	MIS	Management Information Systems
COMM	Communication	MOT	Master of Occupational Therapy
COOP	Cooperative Education	MPS	Master of Pastoral Studies
CRJU	Criminal Justice	MPT	Master of Physical Therapy
CSCI	Computer Science	MSW	Master of Social Work
DBA	Doctor of Business Administration	MUS	Music
ECON	Economics	NSS	New Student Seminar
ECE	Early Childhood Education	NSCI	Natural Science
ECSE	Early Childhood Special Education	OTS	Occupational Therapy
EDUC	Education	OVS	Study Abroad Program
ENGL	English	PADM	Public Administration
ENGR	Engineering	PED	Physical Education
ENVR	Environmental Management	PHIL	Philosophy
FLAN	Foreign Language	PHYS	Physics
FREN	French	PSCI	Political Science
GEOG	Geography	PSYC	Psychology
GERM	German	REDG	Reading-Developmental
GREE	Greek	RUSS	Russian
HED	Health Education	SOC	Sociology
HIST	History	SPAN	Spanish
HP	Honors Program	SPED	Special Education
IE	Industrial Engineering	SPEE	Speech
IS	Languages and International Studies	SPST	Special Studies
IMD	Management Development Institute	SSCI	Science Statistics
LAT	Latin	WMST	Women's Studies
LS	Learning Skills-Reading		

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+ = Applicable toward general education degree requirements

wi = Writing intensive course

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+ = Applicable toward general education degree requirements

wi = Writing intensive course

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