



**St AMBROSE
UNIVERSITY**

2025-2026

*The online catalog represents the current and operative
version of the catalog.*

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Welcome to St. Ambrose University

General Information

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

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

About the Catalog

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

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

Recognition

St. Ambrose is accredited by the Higher Learning Commission. The Higher Learning Commission (HLC) is an independent corporation that was founded in 1895 as one of six regional institutional accreditors in the United States. HLC accredits degree-granting post-secondary educational institutions in the North Central region of the United States. www.hlcommission.org (800.621.7440)

Special accreditations for specific undergraduate programs includes: Accounting, Economics, Finance, International Business, Management, and Marketing—Accreditation Council for Business Schools and Programs; Education—Iowa Department of Education; and Industrial and Mechanical Engineering—Accreditation Board of Engineering and Technology; Nursing—Commission on Collegiate Nursing Education, The Iowa Board of Nursing; Social Work—Council on Social Work Education.

Special accreditations for specific graduate programs includes: Accounting and MBA—Association of Collegiate Business Schools and Programs; Occupational Therapy—Accreditation Council for Occupational Therapy Education; Speech-Language Pathology—American Speech-Language-Hearing Association; Physical Therapy—Commission on Accreditation in Physical Therapy Education; Social Work—Council on Social Work Education; Physician Assistant Studies—Accreditation Review Commission on Education for the Physician Assistant; and Public Health—the Council on Education for Public Health.

St. Ambrose holds membership in the Association of Catholic Colleges and Universities, the Council of Independent Colleges, and the National Association of Independent Colleges and Universities just to name a few. St. Ambrose is a non-profit educational and scientific organization, and is so recognized by the Internal Revenue Code of 1986.

Mission of St. Ambrose University

An Inclusive, Catholic, and diocesan community of learners, St. Ambrose University empowers all Ambrosians to act courageously, to seek wisdom through faith and reason, to work for justice and to lead lives of service.

Catholic Identity Statement

Guided by the life and legacy of Saint Ambrose of Milan, St. Ambrose University’s Catholic identity is rooted in seven faith tenets:

- St. Ambrose University is inspired by the example of Jesus Christ, whose life, death, and resurrection reveal God’s love.
- Ambrosians ardently explore faith and rigorously exercise reason. Faith and reason combine to clarify and express our relationship with God and all creation.
- Ambrosians anchor our actions in the belief that all life is sacred.
- Ambrosians begin from a position of faith in the God-given goodness of every individual.
- Ambrosians “will the good” of the other.
- Ambrosians welcome and celebrate all people. Together, we create a space in which others can discover the sacredness within themselves and within others.
- Ambrosians explore faith both individually and within the context of community. Through worship, shared rituals, and collaborative learning, Ambrosians cultivate a community of belonging.

St. Ambrose University Values

At St. Ambrose University, our values drive our approach to education and inspire a community of belonging.

Courage - Ambrosians act courageously. We lead with integrity in the face of challenges; we seek truth and justice. Courage prepares us to embrace the intersection of faith and reason, to be open to new ideas while remaining true to our core values.

Wisdom - Ambrosians seek wisdom. We demonstrate a willingness to learn from others, about others and with others. Wisdom grows from humility. Wisdom prepares us to make ethical decisions, challenge our assumptions, learn from our experiences, and guide our actions.

Justice - Ambrosians work for justice. We labor for the common good, to improve the condition of humankind. We respect the dignity of all living things. We walk in solidarity with the vulnerable.

Service - Ambrosians serve. Love animates our generous and compassionate service to one another, our communities, our environment, and our work.

History of St. Ambrose University

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

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

By the turn of the century a clearer division was being made between the high school program and the college program. In 1908 the name of the institution was officially changed to “St.

Ambrose College.” Night school classes were inaugurated in 1924, and the first session of summer school was held in 1931.

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

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

The St. Ambrose Campus

The St. Ambrose campus is located in a residential area in north-central Davenport. The University has grown over the years from two schoolrooms to a bustling campus with more than 25 major buildings.

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

The Lewis Memorial Science Hall (1930), a four-story building made possible through the generosity of Frank Lewis and the priests of the Davenport Diocese, contains classrooms, laboratories, and faculty offices. Its labs underwent renovation and expansion in 1991 and 2013.

The Library (1996) is a resource for St. Ambrose and the Quad Cities community. The four-story building houses books, periodicals, audio-visual materials, and the offices of Information Technology and Center for Instructional Design and Technology (both located in the lower level). There are group and individual study rooms, a media program room, and media production areas. Desktop computers are provided on the first floor with several study kiosks located throughout the building. A listing of Library services is available at <https://sau.edu/library>

Christ the King Chapel (1952) seats 500 and is adjacent to Hayes Hall (1967) which contains classrooms, offices, Campus Ministry, and the Theology Department. The chapel was renovated in 2006. Hayes Hall underwent renovation in 2017 to add Engineering labs and office space.

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

All traditional residence halls (for first-year and sophomore students) at St. Ambrose have four floors of residential space, are suite-style (two double rooms sharing a bathroom), and are co-educational by floor: Rohlman Hall (1961), Bechtel Hall (2004), Franklin Hall (2005), and the six-story Cosgrove Hall (1969). Cosgrove contains the Arnold Meyer Student Lounge, Accessibility Resource Center, *The Buzz* student newspaper, Esports Arena, and a computer center. The Grove (2024), the campus dining hall is located on the second floor with four residential floors above.

Our preferred (for junior and senior students) residential housing facilities include four Townhouses (1990), Tiedemann Hall (1996), Hagen Hall (2000), McCarthy Hall (2008), and North Hall (2012). The Sudbrook, Strub, Andrews, and Schneider Townhouses have 8 students per unit. Tiedemann Hall offers four-person apartment style housing. Hagen Hall offers four-person and six-person apartment style housing all

with single bedrooms. McCarthy Hall provides four-person apartment style housing and is a dual-purpose building with the top three floors as residential living and bottom two floors as academic space. North Hall provides four floors of suite- and apartment-style living with lounges on each floor and a unique academic-themed housing option.

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

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

The Wellness and Recreation Center (2017) includes Lee Lohman Arena and an 80,000 square-foot addition that includes classrooms, coaching/faculty offices, multiple courts, 200-meter track, weight/exercise rooms, club room, and exercise physiology lab.

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

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

Jack and Pat Bush Stadium (2023), 1020 W. Central Park, is the home of St. Ambrose football. The field is surrounded by an eight-lane all-weather outdoor track giving the track & field team an outdoor home.

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

The St. Ambrose Center for Communication and Social Development, 1310 W. Pleasant St., houses the Master of Science in Speech-Language Pathology program.

McMullen Hall (2020) was both renovated and expanded by 37,600 square feet to serve as the centralized home for the Patricia VanBruwaene College of Business and its undergraduate and graduate degree programs. The building design provides a contemporary corporate setting, the hallmark of which is a two-story, light-filled atrium in addition to classrooms to accommodate new methods of learning and teaching, multiple lab spaces, a tiered lecture hall, and a student commons area.

Higgins Hall for Innovation and Human-Centered Design (2023) is an \$8 million renovation that transforms the former LeClaire Hall into a building that features five modern classrooms and more than 20 offices. Higgins Hall is home to the St. Ambrose School of Social Work, the Institute for Person-Centered Care, and the Master of Public Health program.

Policy on Access to Student Information

It is the intent of St. Ambrose University to comply with the Family Educational Rights and Privacy Act (FERPA) as amended in January 1975, commonly known as the “Buckley Amendment,” and to extend a good faith effort in complying with the law. Occasionally, the policy will be revised and updated to conform to guidelines of federal and other

appropriate agencies. Of necessity, certain educational records must be maintained, and the University has the responsibility for protecting access to and release of personally identifiable information pertaining to students.

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

Copies of the St. Ambrose University policy statement are available in the Office of the Registrar and online at <https://sau.edu/about-sau/university-policies/privacy-policy/>.

Non-Discrimination Policy

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

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

Endowed Chairs

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

Hauber Chair of Biology

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

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

Baecke Chair of Humanities

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

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

The Chair of Catholic Studies

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

The Chair provides for guest lecturers in fields of direct concern to the Catholic and greater community. Among others,

these fields include theology, history, literature, music, scripture, liturgy, and the natural and social sciences.

Kokjohn Chair of Catholic Peace and Justice

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

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

Folwell Chair in Political Science and Pre-Law

The Folwell Chair was the first academic chair established at SAU (2001) and honors the teachings and life of SAU's namesake. It promotes political science and pre-law studies, including the annual Folwell Lecture. It was made possible through a significant gift provided by Dorothy "Jane" and Frank Folwell friends of the university who believed in civic engagement and public service.

Agnes C. Renner Endowed History Chair

The Renner Endowed Chair (2020) was established by John L. Butler, a Muscatine, Iowa native who graduated in 1971 summa cum laude with a Bachelor of Arts degree in History from St. Ambrose University to honor Agnes C. Renner. Renner joined the St. Ambrose history and geography faculty in 1946 and taught until her death in 1973. She received a Distinguished Service Certificate from St. Ambrose in 1971 and in 1970 was among three St. Ambrose faculty members honored as Outstanding Educators of America.

Anne Elaine Hinkhouse Endowed Chair in Nursing

The Hinkhouse Chair in Nursing was established in 2021 by alumnus Anne Elaine Hinkhouse '94. Before her death in May 2020, she worked at numerous Iowa care facilities including Genesis Hospital in Davenport. During her time at Genesis, she served as a nurse auditor. Hinkhouse had a close affinity with St. Ambrose and worked with university officials to form the original MBA in Health Care Administration in 1994. For many years, she served as a volunteer 'patient' for Inter-professional Day, an event hosted by the College of Health and Human Services that focuses on collaborative patient care. The endowment of the Nursing Chair will provide the Nursing Department with additional resources and equipment.

The Academy for the Study of Saint Ambrose of Milan (ASSAM)

The Academy for the Study of Saint Ambrose of Milan (ASSAM) is an endowed research center dedicated to the promotion of Saint Ambrose on the SAU campus and abroad. More than 200 long-time and new alumni and friends continue to contribute generously to this endowment, which supports an annual lecture and colloquium, exhibitions, conference presentations, publications, and student travel abroad. ASSAM's

work, supporting SAU's mission and vision, seeks to instill the virtues of the patron saint into the St. Ambrose University campus and to promote the Catholic Intellectual Tradition.

Student Life and Support Services

The purpose of student life is to reinforce classroom learning by encouraging hands-on skills practice through participation in extracurricular organizations and programs. All student services are based on the Catholic-Christian character of the University. Resources are available to help meet students' various needs—whether informational, health, psychological, financial, vocational, academic, social, or spiritual. Detailed information on student life, student rights and responsibilities, and the following student services is available in the Dean of Students Office and Student Handbook.

Academic Calendar

The academic year at St. Ambrose is divided into:

- Fall Semester (late August-December)
- Winterim (late December-January)
- Spring Semester (late January-May)
- Summer Sessions (late May-August)

The academic calendar may be found on the SAU website at: <https://sau.edu/about-sau/registrar/academic-calendar/>

If you have further questions about the academic calendar, please contact the Office of the Registrar at registrar@sau.edu.

Academic and Career Planning Center

The purpose of the Academic and Career Planning Center is to help students achieve their academic and professional goals. 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 as well as career exploration. Graduate students are assigned an advisor by their graduate program.

Additional services offered by the Center are resume, cover letter, and LinkedIn profile development; assistance in searching for both on- and off-campus employment and internships. The Center provides assistance with interviewing and salary negotiation as well as graduate school preparation, including applications, personal statements and interviewing. Events and workshops sponsored by the Center include career fairs, major-specific employer sponsored events (employer showcases), etiquette and networking dinner, personal statement workshop and the salary negotiation workshop.

Accessibility Resource Center

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

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

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

Athletics

St. Ambrose is a member of the National Association of Intercollegiate Athletics (NAIA). The athletic program is widely varied, with a total of 31 varsity intercollegiate athletic programs. It sponsors men's teams in athletic bands, baseball, basketball, bowling, cheerleading, cross country, esports, football, golf, lacrosse, soccer, swimming and diving, tennis, track and field (indoor and outdoor), and volleyball, and women's teams in athletic bands, basketball, bowling, cheerleading, cross country, dance, esports, golf, lacrosse, soccer, softball, swimming and diving, tennis, track and field (indoor and outdoor), volleyball and wrestling.

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

Bookstore

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

Campus Ministry

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

Campus Activities Board

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

community. It is comprised of executive council chairs and committee members. It strives for the highest quality and variety in all events and responds to students' needs and concerns as they relate to programming.

Children's Campus Child Care Center

The University's licensed Children's Campus, 1301 W. Lombard St., provides child care for children between 6 weeks-old and 6 years-old. It also serves as a practicum site for students studying early childhood education. The Children's Campus is open to students, faculty, staff, and the community. Enrollment fees vary.

Counseling Center

The Counseling Center offers free, confidential counseling to enrolled students. A range of services are offered to students including self-guided online resources, assessment, six sessions of individual counselling each semester, drop in sessions, workshops, presentations on mental health and when needed, referrals to providers in the community.

Food Service

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

Graduate Student Government Association

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

Health Services

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

International Student Services

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

Library

The Library provides study space for students and houses thousands of volumes including more than 75,000 electronic books, more than 500 current periodical subscriptions, a media collection of audio and DVDs, and a rare book and special collections room.

The collection is accessed through an online catalog. There is remote and local access to the Internet and electronic databases, many of which provide full-text articles from more than 250,000 journals and newspapers.

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

In the lower level, an IDEA Lab provides opportunities for students to use multi-media workstations, a 3D printer, wide-format poster printing, a sewing machine, a green screen for filming, and other specialized services.

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 college in general, and includes topics such as time management, study strategies, personal development, career orientation and library orientation. Seminar instructors serve as mentors to the students in their classes. More than 80 percent of First Year students take the class.

Performing Arts Series

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

Residence Life

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

Safety and Security

The Safety and Security Office seeks to work in partnership with the community to proactively reduce risks to safety, respond to threats/challenges to security, enhance and maintain an environment conducive to study and growth while acknowledging the dignity of each person utilizing facilities, services, and programs at St. Ambrose University. The department provides escorts to students, faculty and staff 24/7.

In addition, “rounds” are performed on and around campus to check for safety and potential fire hazards. Comprised of a professional security service, the department maintains a 24-hour security desk.

Student Activities

The Student Activities Office supports the educational goals and mission of the university by promoting a sense of community integration, student self-worth and self-confidence through campus involvement. Activities are designed to improve the quality of campus and community life while offering student leadership opportunities to assist in their personal development. Activities often include Late Night @ SAU activities, Midnight Breakfast, speakers, concerts, club events and the annual Club Fest during the first few weeks of the fall semester.

Student Affairs

In support of the educational mission, the division of Student Affairs collaboratively seeks to enrich the holistic development of students by fostering personal responsibility, continued learning outside the classroom and a sense of community. This office serves as a campus center for information and student advocacy. The Student Affairs division includes the Counseling Center, Health Services, Residence Life, Student Success/Tutoring, International Education, and Student Activities, which includes Student Government, student organization leadership development, new student orientation, and first-year programming.

Student Government Association

Registered undergraduate students are members of the Student Government Association (SGA). The SGA works in collaboration with the university on matters of student concern and promotes matters of student interest. SGA officers and student representatives serve on several University committees. SGA serves as the primary vehicle for distributing funding to recognized clubs and organizations. In the fall, SGA coordinates the annual Bee the Difference Day neighborhood cleanup service opportunity.

Student Success Center and Tutoring

The Student Success Center offers a variety of services to St. Ambrose students at no cost. These services include a comprehensive peer tutoring program for many 100- and 200-level courses, supplemental instruction and study groups for traditionally difficult courses as well as peer writing tutor assistance for all undergraduate writing assignments. The tutorial program is nationally certified by the College Reading and Learning Association at the Master Level and includes support for test-taking, study strategies, time management, note-taking and more, in addition to course specific material. The SSC also provides ELL support for students whose native language is one other than English. The Student Success Center collaborates with multiple offices across campus to provide support and guidance for specific populations such as in the residence halls and in athletics. Check with your residential advisor or athletic coach for additional academic support opportunities through the SSC.

Veterans Recruitment and Services

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

Individuals utilizing Chapter 31, VA Veteran Readiness & Employment or Chapter 33 of the G.I. Bill® will not incur penalties or restrictions due to the delayed disbursement of payment by the U.S. Department of Veterans Affairs. These penalties include the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet their financial obligations due to delayed disbursement of payment by the VA.

Wellness and Recreation

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

Admissions

Undergraduate Admission Requirements

Admission as a First Year Student

A. Full Admission

Individuals are eligible for admissions to St. Ambrose University as a First year student under a test-optional system if they have a cumulative grade point average of 2.5 or above (on a non-weighted 4.0 scale) from an accredited high school. Students may need to submit ACT/SAT scores for consideration into early admittance in health science programs, consideration for specific scholarships, and NAIA athletic eligibility.

*Students are encouraged to enroll in a college preparatory curriculum while in high school, including 4 years of study of English, 3 years in mathematics, 3 years in science, 3 years in social studies, and 3 years in a single foreign language.

B. Provisional Admission

Students who are ineligible for full admission because they do not meet the above standards, may be admitted on a provisional basis. The academic progress of provisional students are monitored each semester by the Board of Studies. Minimum requirements for this provisional status include a 2.0 cumulative

GPA (on a non-weighted 4.0 scale) from an accredited high school and have a minimum ACT composite score of 18 (or a minimum SAT score of 950).

C. Petition Process

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

D. Health History

All undergraduate students are required to have on file in the Health Services Office a properly completed health form. This information is confidential and is available only to the Director of Health Services. Release of any health information requires the student's signature. Health history forms are available on the Health Services website, <https://sau.edu/life-at-sau/student-health-services/>.

Admission as a Transfer Student

A. Full Admission

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

1. Have completed a minimum of 12 college transferable credits of academic work from a fully accredited institution of higher education.
2. Maintained a 2.0 cumulative grade point average or above (on a 4.0 scale). Students must submit transcripts of all prior work of higher education levels. With less than 12 transferable semester credits of college work, admission will be based on high school GPA.

B. Language Requirement

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

C. Health History

All undergraduate students are required to have on file in the Health Services Office a properly completed health form. This information is confidential and is available only to the Director of Health Services. Release of any health information requires the student's signature. Health history forms are available on the Health Services website, <https://sau.edu/life-at-sau/student-health-services/>.

Admission as a Home School Student

Prospective students who do not have a high school diploma are required to receive a passing score on the General Education Development Test (GED).

Admission with a General Educational Development (GED) Test Certificate

Prospective students who do not have a high school diploma are required to receive a passing score on the General Education Development Test (GED). There is no numeric score for GED. St. Ambrose, therefore, requires a score of "Pass."

Applying as a Non-Degree Seeking Student

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

status to degree-seeking through the Office of the Registrar. Twelve hours of non-degree seeking work may be applied toward a degree.

Applying as a Post-Degree Seeking Student

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

Applying as a Re-Admit Student

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

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

Readmission for service members and family members due to military service: St. Ambrose University will promptly readmit a service member with the same academic status as they had when last attending this university or were accepted for admission to this institution. This requirement applies to any student who cannot attend school due to military service.

International Students

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

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

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

Application Procedures

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

- A. Complete the Application for Admissions to St. Ambrose University form at <https://sau.edu/apply/>.

- B. Students who have no prior college work must have an official transcript of all high school work sent directly to the Office of Admissions.
- C. Students who have attended another college or university must have an official transcript of all work attempted at each institution sent directly to the Office of Admissions. Applicants who have completed less than 12 semester hours of credit also should have an official transcript of their high school records sent directly to the Office of Admissions.
- D. Submit a copy of test results from either the ACT or the SAT. High school students are encouraged to take either the ACT or the SAT examinations early in their senior year. (Individuals over the age of 22 years are exempt from this requirement).
- E. Submit a properly completed health form including health history, a physical examination by a physician, nurse practitioner, physician's assistant or any other primary health care provider and immunization history to the Health Services Office. Transfer students may forward a copy of the health form they originally submitted to their previous institution. This information is confidential and available only to the director of the Health Services. No information will be released without written consent of the student.

Flex Program for Adult Learners

This program offers students the opportunity to earn a Bachelor of Business Administration in an accelerated format:

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

Admission Information:

- Contact the Admissions Office, 563-333-6300
- Submit the application for admission.
- Request transcripts from high school and all other institutions attended.

Online Learners

The Online Learners Program offers students the opportunity to earn one of the following degrees in an online format:

- Bachelor of Arts in Psychology
- Bachelor of Business Administration in Management
- Bachelor of Science in Nursing (LPN-BSN, RN-BSN)
- Master of Business Administration
- Master of Organizational Leadership
- Master of Public Health
- Master of Social Work
- Doctor of Business Administration

As a St. Ambrose student, you can balance your coursework with your daily life through our flexible online degree programs. Our instructors share their real-world experience to provide you with the skills you need to succeed, and our fully online format allows you to balance your education with the realities of your daily life. General undergraduate college transfer guidelines

include completion of 12 transferable credits of academic work from a fully accredited institution of higher education with a minimum 2.0 grade point average. (4.0 scale). Submit transcripts from each higher education institution attended. Students with fewer than 12 transferable credits will have admission based upon high school GPA and test scores.

For additional information, email online@sau.edu or visit our website <https://online.sau.edu/admissions/>.

Graduate Admission Requirements

Each graduate program coordinates their own admissions process. See individual graduate program descriptions in the Catalog or visit their website for more details

Financial Aid

Procedures for Financial Aid and Scholarship Applicants

Students can obtain full information and applications for financial aid (scholarships, loans, grants and work-study programs) from the Financial Aid Office, <https://sau.edu/about-sau/directory/financial-aid/financial-aid.php>.

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

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

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

Scholarships

General

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

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

Requirements

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

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

Loans

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

Federal Direct Stafford Loans

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

Federal Direct Plus Loan

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

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

Perkins Loans

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

Grants

Alumni

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

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

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

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

Institutional Grants

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

Iowa Tuition Grant Program

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

Supplement Educational Opportunity Grant

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

Pell Grant Program

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

Work-Study Program

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

University Employment

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

Satisfactory Academic Progress

In order for students to receive financial aid, they must maintain Satisfactory Academic Progress (SAP) toward a degree. Students are required to complete 67% of the credit hours attempted, as well as to maintain a minimum GPA as listed in the table below:

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

Attempted hours include:

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

Note: academic scholarships require a minimum GPA of 2.0 at all times and premier academic scholarships

(Ambrose, Honors, Trustees, and Presidential scholars) require a minimum GPA of 3.25 at all times and eligibility lasts up to four academic years.

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

Graduate Students:

Most Graduate students are required to maintain a 3.0 GPA by their respective departments. The exception for graduate work holds that a GPA of 2.8-2.99 shall be deemed satisfactory progress provided the GPA is raised to 3.0 after no more than two consecutive semesters. This equates to no more than 2 C grades, which are then offset by 2 A grades. Students will be monitored both by the Financial Aid Office and by their departments.

Appeal Process:

SAP is monitored annually after each spring semester. If a student fails to maintain SAP, he/she will be deemed unsatisfactory and financial aid will be suspended for future terms, including summer term.

A student may appeal the suspension to the SAP Appeals Committee by submitting an SAP Appeal form (sent with your notice and also available in Student Financial Services Office), a letter of appeal, and an academic plan that's been completed with the Advising Office. Financial Aid Office staff comprise the SAP Appeals Committee. The letter must include an explanation as to why Satisfactory Academic Progress was not maintained and what has changed that will allow the student to make SAP at the next evaluation at the end of the following spring term. Documentation to support the appeal must accompany the letter, academic plan, and SAP Appeal Form. Appeals will be considered for pertinent situations that were beyond the student's control. For example, a health issue that prohibited class attendance or a documented, work-related interruption. Please contact the Financial Aid Office for further guidance at 563-333-5775.

The SAP Appeals Committee will approve an appeal if it is determined that the student will be able to make SAP standards by the end of the next academic year OR as determined by advising that it will take multiple terms to regain satisfactory standing, which is outlined in the plan. The student will be monitored each term to make sure they are following the outlined course plan and making progress.

If an appeal is approved and the student still does not make SAP by the end of the next monitoring period or Academic Plan period, whichever the case may be, the student's financial aid will be suspended until they regain satisfactory standing. If new or additional extenuating circumstances occurred during the probationary period, the student may appeal in person to the SAP Appeals Committee. Further eligibility for financial aid will be determined at that time.

Withdrawing from the University

Important considerations before dropping a class or withdrawing from school:

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

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

Student refunds are computed by using:

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

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

Title IV Aid Refund Policy

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

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

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

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

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

If you are responsible for returning grant funds, the law provides that you are required to return 50 percent of the grant assistance that you receive. Any amount that you do have to

return is a grant overpayment, and you must make arrangements with St. Ambrose University or the Department of Education to return the funds.

Official Withdrawal Example

Joe Student had to withdraw during the semester due to personal reasons. Joe had been awarded and credited to his student account, a Pell Grant for \$998, FSEOG for \$250 and a subsidized loan for \$1,261. Joe completed only 11 days of the semester or 10 percent of the payment period. Joe was assessed \$951 in tuition and fees.

Amount and Order of Return

The school must return the lesser of:

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

Amount the student returns:

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

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

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

Withdrawals from Modules and Summer Sessions

Modules are courses which do not span the entire academic semester, but fall within the academic semester time frame. The standard academic semester is 16 weeks of instructional time. A module course will be 8 weeks of instructional time. This includes semester based programs with a summer term consisting of two consecutive summer sessions; for instance, the summer term has courses that begin on May 15th, ending on June 26th, and another course beginning on June 29th, ending on August 11th.

As defined in the October 29, 2010 final regulations, for all programs offered in modules, a student is a withdrawal for Title IV purposes if the student ceases attendance at any point prior to completing the payment period or period of enrollment (unless the institution has written confirmation from the student that they will attend a module that begins later in the enrollment

period). Written confirmation is identified during the drop process with the advisor or the Registrar's office.

Students are required to answer the question: If you are registered for other courses during this term, do you intend to complete those courses? Students who answer "Yes" to this question will have their financial aid reviewed and adjusted accordingly. Students who answer "No" to this question will be reviewed under the Return of Title IV Funds calculation process. The regulation requires the institution to determine whether Title IV funds must be returned based on the number of days actually completed versus the number of days the student was scheduled to attend in the payment period. The new regulations prevent the students from enrolling in modules or compressed courses spanning the period, completing a portion of the period, and retaining all aid for the period.

The Financial Aid Office has established the following procedures associated with handling withdrawals from programs offered in modules.

How to determine whether a student in a program offered in modules has withdrawn:

Schools can determine whether a student enrolled in a series of modules is a withdrawal by asking the following questions:

- 1) After beginning attendance in the payment period or period of enrollment, did the student cease to attend or fail to begin attendance in a course he or she was scheduled to attend?
 - If the answer is no, this is not a withdrawal
 - If the answer is yes, go to question 2.
- 2) When the student ceased to attend or failed to begin attendance in a course he or she was scheduled to attend, was the student still attending any other courses?
 - If the answer is yes, this is not a withdrawal; however, other regulatory provisions concerning recalculation may apply.
 - If the answer is no, go to question 3.
- 3) Did the student complete all requirements for graduation?
 - If the answer is yes, this is not a withdrawal. Aid may need to be recalculated
 - If no, go to question 4
- 4) Did the student successfully complete coursework applicable to the student's Title IV-eligible program of study in one module or a combination of modules that equals 49% or more of the number of countable days in the payment period or period of enrollment?
 - If the answer is yes, this is not a withdrawal. Aid may need to be recalculated
 - If no, go to question 5
- 5) Did the student successfully complete coursework applicable to the student's Title IV-eligible program of study equal to or

greater than what the school considers to be half-time enrollment for the payment period or period of enrollment?

- If the answer is yes, this is not a withdrawal. Aid may need to be recalculated
- If no, go to question 6

6) Did the student confirm attendance in a course in a module beginning later in the period?

- If the answer is yes, this is not a withdrawal, unless the student does not return.
- If the answer is no, this is a withdrawal and the Return of Title IV Funds requirements apply.

Dropping a course from the student's fall, spring, or summer schedule may cause the financial aid awards to be revised. The date of the drop affects the eligibility. If the student drops below full-time status (12 hours for undergraduates and 9 hours for graduates), they may lose financial aid eligibility. Keep in mind, Federal Direct Student Loans require at least half-time enrollment (6 hours for undergraduates and 4.5 hours for graduates).

Dropping courses prior to the first day of instruction, but remaining enrolled in future courses: financial aid will be adjusted to reflect the change in enrollment and disbursement dates will be adjusted.

Students may contact the Financial Aid Office to inquire how a dropped course will affect their financial aid.

Withdrawing may affect your eligibility to receive financial aid in subsequent terms based on Satisfactory Academic Progress rules. Please contact the Financial Aid Office if you are planning to return.

If you have borrowed a student loan at any time during your education, we also recommend that you contact your Federal Student Loan Servicer of your enrollment status. By withdrawing from the university, you are subject to the rules and regulations of the Federal Student Loan Program. If your loans should go into repayment once you withdraw from school, it is important to make your payments on time to prevent default. If you default on a loan, you will lose your eligibility for any future financial aid. The Federal Student Loan Servicer can help you with various repayment options, deferment or forbearance options.

Title IV Grant Overpayment

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

Post Withdrawal Disbursement

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

Expenses

The following expenses are for the 2025-26 academic year. Charges are billed on a per semester basis. Payment of the charges, or financial arrangements for payment, is necessary two weeks before the semester begins. Tuition charges are standardized, and students will have no additional fees except those listed under special expenses. Fees are subject to change.

Tuition

These rates are for the 2025-26 academic year.

Undergraduate – Main Campus

Part-time: 1–11 semester credits, per semester credit: \$1,156

Full-time: 12–18 semester credits, per year: \$37,834

Other: 19 or more semester credits, per semester credit: \$1,156

Flex or Online: \$551 per semester credit

Online course fee: \$60 per credit hour

The online course fee reflects the added costs of online instruction and support services based on the instructional delivery method.

Graduate & Doctoral

See below for other graduate program tuition rates.

- **Accounting:** per semester credit: \$1,107
- **Business Administration:** per semester credit: \$800
- **Exercise Physiology:** per semester credit: \$880
- **Organizational Leadership:** per semester credit: \$800
- **Pastoral Theology:** per semester credit: \$770
- **Physician Assistant Studies:** Students should contact the MPA program directly for information on the One Price Tuition Plan.
- **Public Health:** \$786 (online)
- **Social Work:** per semester credit: \$852
- **Speech-Language Pathology**
Students should contact the MSLP Program directly for information on the One Price Tuition Plan.
- **Doctor of Occupational Therapy:** Students should contact the OTD Program with questions about the current One-Price Tuition Plan rate and details. Policies and published fees are subject to change.

The One Price Plan ensures tuition costs remain at one rate throughout the normal course of full time graduate study — making financial planning easier.

The One Price Tuition Plan includes all tuition, course fees, liability insurance, technology fees, graduation fees, and a number of other costs incurred by occupational therapy students (such as CPR training, and background checks required for fieldwork experiences). While this plan covers major expenses of the OTD Program, there are additional costs not included such as room and board, textbooks, immunizations, loan fees, and additional fieldwork costs that vary based on clinical site placements.

- **Doctor of Physical Therapy**

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

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

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

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

Board

These rates are for the 2025-26 academic year. Students who live on campus are required to choose a meal plan.

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

- 7 meal plan + \$225 spending/semester: \$2,020
- 12 meal plan + \$275 Buzz Bucks/semester: \$2,555
- 19 meal plan + \$200 spending/semester: \$2,835
- Flex 160 + \$100 spending/semester: \$2,650

Room

These rates are for 2025-26 academic year. Room charges are listed on a per semester basis.

Traditional Hall

- Traditional double (Hayes): \$3,030
- Traditional double (Cosgrove): \$3,560
- Traditional double (Bechtel, Franklin, North, Rohlman): \$4,085

Preferred Housing

- Preferred double (house): \$4,560
- Preferred double (Tiedemann, townhouse, McCarthy): \$4,690
- Preferred single (North): \$4,850
- Preferred single (Hagen): \$5,080

Super Single*

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

- Cosgrove (traditional): \$4,510
- Bechtel, Franklin, North, Rohlman (traditional): \$5,040
- Tiedemann, Townhouses, McCarthy (preferred): \$5,845

**When available.*

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

Special Expenses

- Application Fee: free when completed online
- Assessment of prior experiential learning through individually designed methods
 - Fee for portfolio submission: \$180
 - Fee per credit awarded: \$30
- College-Level Examination Program (CLEP)
 - Fee per credit awarded: \$20

- DPT Admission Fees
 - Acceptance fee: \$200
- Graduation Fee: \$50
- Late Payment Fees: Varies
- Matriculation Registration Fee
 - Graduate Student: \$10
- NLN Fee: \$20 per credit
- Student Parking:
 - Zone 1: \$130/year or \$65/semester
 - Zone 2: \$70/year or \$35/semester
 - CHSE: \$75/semester
- Retired Learner Audit Fee: \$100 (Per class; limit 1 per semester)
- Special Examination Fee
 - Each credit awarded: \$30
 - Each examination taken: \$60
- Technology Fee, full time, per semester: \$140
- Technology Fee, part time, per semester: \$70

Course Fees (Per Semester, Per Course)

Accounting 312: \$25
 Art+Design 370: \$25
 Art+Design 215, 290, 360: \$50
 Art+Design 150, 320: \$75
 Art+Design 100, 130, 160, 180, 200, 225, 230, 250, 280, 300, 330: \$100
 Art+Design 110, 120, 140, 170, 190, 210, 220, 240, 260, 329, 340, 350, 380, 390: \$150
 Art+Design 270: \$175
 Astronomy 201: \$30
 Biology 101, 199, 200, 211, 251, 301, 303, 307: \$30
 Biology 205, 230, 231, 232: \$40
 Biology 323 (fee may be assessed depending on subject): Varies
 Chemistry 103, 105, 106: \$100
 Chemistry 104, 108, 314, 321: \$50
 Chemistry 209, 210, 301, 313, 315, 320, 322, 429: \$150
 Chemistry 303: \$75
 Chemistry 428: \$30
 Education 205, 207: \$88
 Education 208: \$95
 Education 354: \$55
 Education 403, 440, 441, 442: \$40
 Education 409, 419, 430, 432, 433, 434: \$85
 Education Art 370, 380: \$25
 Education Mathematics 210: \$35
 Kinesiology 206: \$35
 Kinesiology 366: \$25
 Kinesiology 390: \$25
 Master of Business Administration 605: \$45
 Master of Business Administration 690: \$450
 Master of Organizational Leadership 690: \$450
 Mathematics 191, 192: \$25
 Mechanical Engineering 310, 315, 405, 410, 412, 415, 490: \$75
 Music 238: \$30
 Music 104, 105, 106: \$75
 Music 103, 203, 303, 403: \$290
 Subsequent one-half hour private instruction lessons in a second instrument or voice during the same semester: \$215
 Natural Science 105: \$30

New Student Seminar 101: \$14
Nursing 312, 372, 432, 482, 485: \$425
Physics 203, 204, 251, 253, 306, 329: \$30
Psychology 403: \$15
Psychology Major Field Test (MFT): \$33
Statistics 213: \$25
Statistics for Business/Econ 237: \$25

Refunds

Tuition Refunds

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

- Drop a course up to 12.5% completion of the course for a 100% refund. **Fees are non-refundable after the start of term.** Please check with Student Financial Services for exact tuition drop dates each semester.
- Drop a course from 12.6% to 25% completion of the course for a 50% refund of tuition. Please check with Student Financial Services for exact tuition drop dates each semester.
- Any changes made after 50% completion of the course will result in a full charge of tuition.
- If you receive financial aid of any kind, your package will be re-evaluated and possibly adjusted to reflect your new enrollment status.
- This rule does not apply to MBA/MOL or ACCEL students. Due to the modular characteristics of these programs, any change could result in adjustment of aid, or a Return of Title IV Withdraw calculation. Please speak with an advisor in your program prior to making any changes to your enrollment to see how it will affect you. For details on the Return of Title IV Refund Policy, please see the Procedures for Financial Aid Applicants section.
- This rule does not apply if you fully withdraw from the university. In that case, your tuition will be prorated based on the number of days attended. For details on the Return of Title IV Refund Policy, please see the Procedures for Financial Aid Applicants section.
- Summer term courses are charged at 100% cost once class has started (no refunds). Does not apply to MBA and MOL.

Other Refunds

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

Resident Students

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

Once the application for admission as a student has been accepted, a \$300 enrollment fee or a \$150 housing fee is required for room reservation. Returning students are required to submit each year either a new contract or a cancellation form.

All rates and room assignments are subject to change if necessary.

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

Retired Learners

Individuals who are retired and 65 years of age or older may take up to one undergraduate course per semester with \$100 registration fee per course. As retired learners, students will have audit status. The University reserves the right to limit class size and to cancel classes in accordance with normal institutional policy. If a student drops a course, another course may not be taken that term. If, going forward, three courses are dropped, the student is no longer eligible to take any course at St. Ambrose. Online courses and individual lessons will not be permitted. Details are available from the Admissions Office.

Degree Information

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

Bachelor of Arts
Bachelor of Business Administration
Bachelor of Music Education
Bachelor of Science
Bachelor of Science in Industrial Engineering
Bachelor of Science in Mechanical Engineering
Bachelor of Science in Nursing
Bachelor of Social Work
Master of Accounting
Master of Business Administration
Master of Organizational Leadership
Master of Pastoral Theology
Master of Physician Assistant Studies
Master of Public Health
Master of Science in Exercise Physiology
Master of Science in Speech-Language Pathology
Master of Social Work
Doctor of Occupational Therapy
Doctor of Physical Therapy

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

Degree Requirements

Bachelor of Arts Degree Requirements

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

1. Complete the requirements for a major as described in the catalog. Courses in the major department and courses in

other departments required for the major may be used to meet general degree requirements where applicable.

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

Fundamental Skills and Knowledge

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

Proficiency in Oral Communication Skills may be demonstrated:

- By passing with a grade of C or better, one of the following: COMM 129 Public Speaking; COMM 132 Survey of Human Communication; or COMM 203 Interpersonal Communication.

Proficiency in Written Communication may be demonstrated:

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

Proficiency in Research may be demonstrated:

- By passing IL 101: Information Literacy.

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

- By passing, with a grade of C or better: MATH 123 Introduction to Data Science; MATH 131 Fundamentals in Math; STBE 137 Quantitative Reasoning in Business; CSCI 140 Foundations of Computer Science; CSCI 281 Discrete Structures; MATH 171 Elementary Functions; or any higher numbered course offered by the Mathematics

Department; EDMATH 210 Theory of Arithmetic; or STAT 213 Applied Statistical Reasoning for the Sciences, **or**

- By earning college-level math credit through CLEP or AP tests, **or**
- Through high school coursework and math ACT scores as approved by the Math Department.

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

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

Proficiency in Second Language may be demonstrated:

- Completing at least three (3) years of study of the same second language in high school, or
- Successfully completing two (2) semesters of the same beginning language (101 and 102) at SAU or transfer equivalent credit from another college or university, or
- Earning a minimum of 6 credit hours on the CLEP Test in a second language, or
- Achieving a score of 3 or higher on an Advanced Placement Language and Culture exam, or
- Earning the appropriate score on the foreign language section of the SAT, or
- Achieving an acceptable score on the approved Modern Language placement test for placement in 201 or above.

Liberal Arts Perspective

- Students must complete two Humanities courses, one course with the Historical/Cultural designation and one with the Literature/Film designation; these courses must be from two different departments.
- Complete one Creative Arts group course, or series of 1-2 credit applied music or theater courses totaling 3 credits.
- Complete one Social Science group course.
- Complete one Natural Science group course.

Catholic Intellectual Tradition

- Complete one Philosophy course from among PHIL 100, 102, 200, 207, and 217.
- Complete one Theology course from among THEO 100, 110, 120, 130, 140, 225, 241, 250, 260, 265, and 275.
- Complete two additional approved courses in Philosophy or Theology with at least one course taken at the 300 level.

Integrated Learning

Through participation in the General Education Curriculum, as well as major and co-curricular engagement, undergraduate students critically explore complex issues using knowledge and skills from the liberal arts and Catholic Intellectual Tradition. As such, student participate in a variety of integrated and multi-discipline approaches to learning, however, key assessments of students’ abilities to practice critical thinking to solve problems and equips students for success will occur in 300 level philosophy and theology courses. In addition to taking PHIL or

THEO courses, students may wish to choose from one of the following options, however, it is not required for graduation.

For above requirements, all general education approved courses are noted in this section of the catalog.

4. Meet the following requirements for the degree in addition to completing the minimum number of semester credits:
 - Students must earn a cumulative grade-point average of at least 2.0 in all semester credits attempted toward a bachelor's degree and in all semester credits attempted at St. Ambrose. Students also must earn a cumulative grade-point average of at least 2.0 in all courses required for the major unless a higher grade-point average is specified for that major.
 - At least 30 semester credits are to be in courses at the 300 level or above.
 - Writing Intensive Requirement: In 1987, St. Ambrose instituted a Writing Across the Curriculum Program to help foster in students a deeper level of learning in the classroom and a strengthening of writing skills regardless of their major(s). After passing ENGL 101 with a C or better, the student must pass, with a C or better, two writing intensive (WI) courses. One can be at any level in any department, and one must be at the 300 or 400 level in the declared major. A student pursuing a double major must complete a 300 level WI course in each major with a C or better. This would satisfy the two required WI courses. A WI next to the course code in the catalog identifies a writing intensive course. Courses from accredited two- or four-year institutions designated writing intensive on transcript or in catalog description will transfer to St. Ambrose. However, two-year college courses cannot be used to meet the WI requirement for a 300- or 400-level course. Appeals can be prepared with the major department and forwarded to the Director of Writing Across the Curriculum.
 - Diversity, Equity, and Inclusion Requirement: In 2022 St. Ambrose instituted a 2 course, 6 credit DEI requirement for graduation. Courses designated DEI1 serve to foster a sense of cultural understanding and equity, and courses designated DEI2 equip students to effectively respond to discrimination experienced by marginalized populations. Together these courses demonstrate the St. Ambrose core values of diversity and social justice. Transfer students with 60+ credits will be required to take one of the two requirements; transfer credits do not fulfill the requirement. Appeals can be directed to the DEI Committee.
5. Complete the minimum of 120 semester credits according to the following requirements:
 - For transfer students, no more than 64 semester credits from two year institutions may count toward the 120 semester credits required for the degree. Exceptions may be approved by the Board of Studies on an individual basis. The final 30 semester credits or 45 of the last 60 semester credits are to be earned at St.

Ambrose.

- No more than 42 semester credits earned in any one department may be counted toward the 120 semester credits required for the degree (except for the following: 45 credits in chemistry; 54 credits in art, communication, criminal justice, economics, languages, nursing, and theatre; 55 credits in physical education; 57 credits in elementary education, 60 credits math and computer science.)
- No more than six semester credits in Physical Education and no more than four semester credits of Varsity Athletics, may be applied toward the 120 semester credits required for a degree. This restriction applies to all students except those majoring or minoring in Physical Education or those who receive the Coaching Endorsement.

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

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

Bachelor of Science in Industrial Engineering Degree Requirements

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

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

Bachelor of Science in Mechanical Engineering Degree Requirements

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

1. Complete the requirements for a Bachelor of Science in Mechanical Engineering Degree as described in the Mechanical Engineering Department section. Courses in

the major and in other departments required for the major also may be used to meet general degree requirements where applicable.

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

Bachelor of Science in Nursing Requirements

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

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

Bachelor of Music Education Degree Requirements

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

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

Bachelor of Business Administration Degree Requirements

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

1. Complete a major in Accounting, Business Sales, Finance, International Business, Management, or Marketing. Courses in the major department and in other departments required for the major may also be used to meet general degree requirements.
2. Complete requirements two through five as stated in the Bachelor of Arts Degree requirements in this section of the catalog.

Bachelor of Social Work Degree Requirements

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

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

Double Degrees Policy

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

Exceptions to Degree Requirements

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

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

Courses that Meet the General Education Requirements of the 2023-2025 Catalog

The following courses may be used to address our General Education outcomes in the Liberal Arts and Catholic Intellectual Tradition. Humanities courses are concerned with people, their values, and the human experience and are included under either the Historical and Cultural or Literature and Film heading. Creative Arts courses are concerned with the creation of artistic responses to the human experience. Social Sciences courses are concerned with the use of quantitative and qualitative methods in studying social and cultural aspects of human experience. Natural and Mathematical Sciences courses are concerned with the use of quantitative methods for studying the natural world. Our Philosophy and Theology Departments offer courses that address the Catholic Intellectual Tradition outcomes. Additional General Education courses that are offered at the 300-level or above may be found at the end of this section.

Creative Arts

(All courses are 3 credits unless noted):

- AD 100. Drawing
- AD 110. 2D Design
- AD 120. 3D Design
- AD 130. Introductory Special Topics
- AD 140. Computers in Art
- AD 150. Contemporary Theory
- AD 160. Print/Paper/Book 1
- AD 170. Water Media
- AD 180. Motion Graphics
- AD 190. Digital Photography
- AD 220. Printmaking
- AD 225. Papermaking
- AD 230. Intermediate Special Topics
- AD 240. Designing Data
- AD 250. Experimental Drawing

AD 260. Bookbinding
 AD 270. Painting 1
 AD 280. Screen Printing
 KIN 211. Beginning Modern Dance (2 cr)
 KIN 212. Beginning Jazz Dance (2 cr)
 KIN 213. Beginning Ballet (2 cr)
 MUS 102. Introduction to Guitar (1 cr)
 MUS 103. Applied Music (1 cr)
 MUS 104. Group Piano Class (2 cr)
 MUS 106. Beginning Voice Class (1 cr)
 MUS 111. University Chorale (0-1 cr)
 MUS 117. Symphonic Band (0-1 cr)
 MUS 118. Jazz Ensemble (0-1 cr)
 MUS 121-127. Ensemble (0-1 cr)
 MUS 128. Athletic Band (0-1 cr)
 MUS 150. Composition Class
 MUS 180. Intro. to Audio Recording/Editing/Live Sound Engr.
 MUS 203. Applied Music (1-2 cr)
 THTR 105. Beginning Acting: Voice & Body
 THTR 106. Improvisation for the Theatre (0-1 cr)
 THTR 107. Mask in Performance (0-1 cr)
 THTR 108. Circus Arts – Juggling (0-1 cr)
 THTR 215. Introduction to Design in Theatre
 THTR 216. Woodworking & Carpentry Fundamentals (1 cr)
 THTR 217. Lighting & Sound Production (1 cr)
 THTR 219. Sewing Fundamentals & Costume (1 cr)

Humanities

(All courses are 3 credits unless noted):

Courses in Historical and Cultural Perspectives

AH 120. Topics in Art History
 AH 121. Mythic Image
 AH 150. Non-Western Art
 AH 250. Art Through the Ages I
 AH 251. Art Through the Ages II
 CSM 101. Introduction to Classical Studies
 HIST 101, 102. History Matters
 HIST 201. United States to 1877
 HIST 202. United States History Since 1877
 HIST 210. The Atlantic System
 HIST 211. Asia
 HIST 214. World at War
 HIST 215. Classical Europe
 HIST 217. Modern Europe
 HIST 250. Intermediate Topics in History
 IS 101. Cultures of the World
 IS 210. Topics in Culture & Civilization
 JDG 201. A Cross-Cultural Intro. to Women & Gender Studies
 JDG 210. U.S. Latina Literature & Culture
 KIN 273. Women in Sports
 LXS 201. Intro to U.S. Latinx Studies
 MUSE 120. Topics in Museum Studies

Courses in Literature and Film

COMM 232. Media & Society
 DFLM-115. Introduction to Film History
 ENGL 120. Literary Topics
 ENGL 165. Fanfiction
 ENGL 201. British Literature I

ENGL 202. British Literature II
 ENGL 210. American Literature I
 ENGL 222. Women's Literature
 ENGL 223. Multicultural Literatures
 ENGL 224. Disabilities Literature
 ENGL 240. Fiction into Film
 ENGL 242. Science Fiction
 MUS 101. Basic Musicianship
 MUS 110. Music Orientation
 MUS 115. Music in Culture
 MUS 116. Topics in Music Culture
 MUS 120. Jazz Appreciation
 MUS 130. History of Rock & Roll
 THTR 202. Survey of Theatre

Natural Sciences

(All courses are 3 credits unless noted):

ASTR 201. Astronomy
 BIOL 101. Principles of Biology (4 cr)
 BIOL 108. Climate Change and Human Health
 BIOL 109. Environmental Science
 BIOL 120. Forensic Biology (4 cr)
 CHEM 103. Principles of Chemistry (4 cr)
 CHEM 104. Chemistry for Engineering Students (4 cr)
 CHEM 105. General Chemistry I (4 cr)
 EDGEOG 201. Physical Geography
 NSCI 205. Physical Geography
 PHYS 203. College Physics I (4 cr)

Social Sciences

(All courses are 3 credits unless noted):

CRJU 101. Introduction to Criminal Justice
 ECON 100. Principles of Microeconomics
 EDUC 284. Child & Adolescent Psychology
 PSCI 101. American Government
 PSCI 104. Introduction to Leadership Studies
 PSCI 110. Law & Society
 PSCI 120. Truth, Justice, & Politics
 PSCI 130. Global Issues
 PSCI 230. Global Terrorism
 PSYC 105. Introductory Psychology
 SOC 101. Introduction to Sociology
 SOC 220. Self & Society

300-level General Education Electives

All Bachelor-degree seeking students must complete a minimum of 30 credit hours of coursework at the 300-level or above. Credits earned in all courses at the 300-level or above count toward this requirement, including courses within the major and courses completed as non-major electives. The following upper-level General Education courses require minimal or no prerequisite coursework, only include prerequisite courses from the General Education catalog, and are accessible to students from a broad range of majors.

Creative Arts

ENGL 317. Creative Writing Workshop
 ENGL 321. Creative Nonfiction

MUS 311. Chamber Singers (0-1 cr)
MUS 313. STAMVOJA (0-1 cr)
THTR 390. Practicum in Theatre

Humanities

Courses in Historical and Cultural Perspectives

JDG 340. Women & Madness
MUS 315. Music and Social Justice
MUSE 320. Topics in Museum Studies
MUSE 380. Introduction to Museum Studies
SPAN 314. Introduction to Hispanic Cultural Studies

Courses in Literature and Film

ENGL 360. Advanced Literary Topics
JDG-335. Feminist Comics

Social Sciences

PSCI 309. International Politics
PSCI 313. Foreign Policy of the United States

Academic Information

Assessment

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

Policies on Transfer Credit and Exams

Transfer Work

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

- As long as you meet the residency requirements, you can earn up to 64 semester credits at two year colleges. Quarter units will be converted into semester units. Students may take courses at a two year college regardless of academic standing, e.g., a senior could take a lower level course at a community college. Credit for college-level work is granted in all areas that correspond to courses offered at St. Ambrose University with a grade of a "C" or better. (*Pass grades are not accepted unless evidence can be provided that the grade would have been a C or better.) Courses that transfer as a 300-level course from two-year institutions may be used to fulfill major requirements but will not count in the 300-level requirements. The individual departments at St. Ambrose University determine whether a transferred course may be substituted for a major requirement. Grades that you earned at other colleges and universities may be considered for admittance to the university and specific academic programs, but your SAU cumulative grade point

average is based solely upon coursework taken at St. Ambrose University. The SAU cumulative GPA will be reported on the transcript and will be used to determine graduation honors.

- If you have graduated from a two-year regionally accredited college with a 2.00 grade average, your Associate in Arts Degree or Associate in Science Degree may be accepted at St. Ambrose University as fulfilling up to 64 semester credits of baccalaureate requirements, and you will be given Junior status. You are still required to meet degree and residency requirements. The residency requirement is "the last 30 hours or 45 out of the last 60 credits to be taken at SAU."
- If you have earned the maximum of 64 semester credits from a two year college, you may still take additional courses to complete a lower level general education requirement, but the hours will not count toward your degree. Transfer credits to be applied toward General Education must meet the requirements listed in the catalog under General Education Degree Requirements.
- A maximum of 90 semester credits from senior colleges, universities, two year colleges, and community colleges combined may be accepted in transfer and be applied to a bachelor's degree from St. Ambrose University.
- Credits from other colleges may be transferable in whole or in part, and are evaluated on a course by course basis. Likewise, courses successfully completed through the United States Armed Forces may be transferable and applicable to a bachelor's degree at St. Ambrose University.
- A maximum of 90 semester credits may be applied to degree requirements from a combination of 2-year institutions, 4-year institutions, credit by exams, military credit and experiential learning credits.

Non-Traditional Credit

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

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

8. Providing the attainment of college-level learning from life and work experience. (For further information, see Prior Experiential Learning in this section.)

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

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

Advanced Placement Program (AP)

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

Cambridge Exam (A-level)

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

College-Level Examination Program (CLEP)

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

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

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

International Baccalaureate Program (IB)

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

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

Military Experience/Training School

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

Prior Experiential Learning

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

Students demonstrating college-level learning through experience may be able to obtain equivalency credits applicable to a degree. The process involves the evaluation and assessment of an individual's work and life experiences to determine if the learning outcomes match an SAU University course(s). Methods of demonstrating prior experiential learning typically include portfolio development or special examination by department. These credits may or may not be transferable to other colleges.

The first step for students who wish to earn college credit from their prior experience is to contact the Associate Dean of the College of Business at PLA@sau.edu with a completed application form supported by their documented prior experience. In this application, students should provide details of the length of the experience, their role description, job title(s) held if applicable, who the applicant report to if applicable and specific significant projects that the applicant completed. The application must accompany the applicant's resume.

Upon receiving the application, the Associate Dean of the College of Business will consult faculty members or the associated deans of the other colleges and the registrar to determine the appropriate assessment method for evaluating the applicant's prior experience for potential credit. Such methods may be portfolio evaluation, special examination, or other means. The applicant will be informed of the method of assessment and the applicable fees for the assessment. The maximum number of credits an applicant can earn through experiential learning assessment is 25% of the total degree (typically 30 out of 120 credits). There are fees for assessment of prior experiential learning and for transcribing the credit.

Once the student pays the assessment fee, the application will be assessed. The student will be informed of the number of approved credits and the courses towards which credit will be given. Upon payment of the transcribing fee, the registrar will post the grade for these courses.

Questions regarding prior learning assessment should be directed to the Associate Dean, College of Business at PLA@sau.edu. For further information about policies and procedures on assessment of prior experiential learning, and to find the PEL application, visit <https://sau.edu/about-sau/registrar/>.

Seal of Biliteracy

St. Ambrose recognizes the Seal of Biliteracy from approved states – currently Iowa and Illinois – as demonstration of a level of language learning that is consistent with college level study. For this reason, we award up to 12 credits in second language for students who have received this certification.

To receive this credit, students should request their final high school transcript indicating a Seal of Biliteracy be sent to the Office of the Registrar for verification and awarding of credits.

Classification of Undergraduate Students

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

Statement of Major

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

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

By the end of the sophomore year, students should declare a major(s) with the Office of the Registrar. The student should complete the change of major/minor form found on the Student Planning page in Self Service. Students wishing to change their stated major or add another major or minor will complete the same document.

Double Majors Policy

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

Additional criteria:

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

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

Minor

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

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

A major and a minor may not be taken in the same discipline as a student's major degree program (e.g., a student majoring in history may not complete a minor in history). A student must complete the requirements for the minor at the same time he/she is completing the bachelor's degree. Minor(s) will not be added retroactively to a student record after the major degree is conferred. Minimum 2.0 grade point average is required for a minor.

Concentration

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

Certificate

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

Application for Graduation

As candidates for a degree, students must file an online application for graduation one year before the date they plan to complete the requirements for graduation. In addition, a graduation audit of all records will be completed by the Registrar's Office to make sure students are meeting all graduation requirements.

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

Student Account Services bills students for the graduation fee by the Student Account Services Office near the end of the last semester. The fee covers costs as the graduation audit and diploma.

Students who will complete no more than six semester credits during the summer session may apply to go through the May commencement ceremony. These students should contact the Office of the Registrar by February of the graduation year, enroll in the summer course(s) and pay the graduation fee by the last week of April.

Undergraduate Graduation Honors

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

cum laude	3.5
magna cum laude	3.75
summa cum laude	3.9

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

Course Numbers

Course numbers have the following meaning:

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

Undergraduate Class Load

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

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

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

Graduate Class Load

A graduate student with a class load of 9 semester credits is considered a full-time student and one with 4.5 credits is considered a part-time student. For the summer session a class load of 3 credits is considered full-time.

Credit Hour Policy

The following credit hour policy was established by St. Ambrose University to guide the institution in its assignment

and review of awarding credits as set forth by federal regulations. (Federal Register, Vol. 75, No. 209, p. 66486)

Federal Definition of the Credit Hour

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

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

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

Undergraduate Grading System

The grading system uses symbols with the following meanings:

A+/A A-	Exceptional achievement
B+ B B-	Above average achievement in subject matter
C+ C	Basic Achievement in subject matter
C- D+ D D-	Work below basic achievement in subject matter
F	Failure to meet course requirements

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
W	Withdrawal from a course without an assigned grade
I	Incomplete work (a student needs to have completed a majority of the course with a passing grade and to have worked out a schedule of completion with the teacher)
IP	In progress work (for students in courses that are not expected to be completed within the normal semester, i.e. internships (see explanation following))
X	Absence from the final examination (a schedule of completion is to be worked out 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. Satisfactory progress has to be confirmed by the department chair at the beginning of each semester within the academic year.
3. If the work is not completed within one academic year, the student will have to re-enroll in the course and accept all financial consequences of this action.

Graduate Grading System

Graduate programs follow this grading system unless otherwise noted in their program handbook.

Grade Quality-Points

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

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

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

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

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

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

Grade Appeal Policy

Overview:

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

Actions Permitted:

1. Students may only appeal the final course grade. Individual assignment grades (exams, quizzes, etc.) should be discussed and resolved with the Instructor throughout the semester.
2. All recognized appeals by students and instructors should be written and delivered to the appropriate individual (Instructor, Chair, or Dean) either via email to the appropriate individual's email address at the University, or by hard copy delivered personally to the appropriate individual. The individual appealing is responsible for assuring and establishing the delivery and receipt of a timely appeal.

3. No one may substitute personal judgment for that of the Instructor in regard to the quality of the student's work; therefore, the student must show evidence of any deviation from established procedure that adversely affects the student in the assignment of the letter grade for the course.
4. Decisions at the Chair level or higher can include either denial of the appeal or upholding the appeal, at which point the final course grade will be changed. The University does not have any liability for any impact to the student for the time period preceding any change to the final course grade in the University's Office of the Registrar.

Procedures and Timeline:

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

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

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

TIMELINE: Within 1 week from receipt of the appeal

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

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

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

TIMELINE: Within 1 week from receipt of the appeal

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

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

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

TIMELINE: Within 1 week from receipt of the appeal

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

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

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

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

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

Exceptions:

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

Graduate programs follow this grade appeal policy unless otherwise noted in their program handbook.

Dean's List

The undergraduate Dean's List is compiled at the end of each fall and spring semester, with honorees selected based upon a semester grade point average of 3.5 or above. The minimum 12 semester hours necessary to be eligible for the Dean's List must be graded hours and will not include Pass/No Pass courses. Courses with incomplete grades will not count toward the required 12 semester hours. A student earning a grade lower than C or NP (No Pass) will not qualify.

Part-time students may qualify for the Dean's List if at least 12 credits are completed in consecutive fall/spring semesters while also meeting the criteria listed above.

Note: Students who have requested non-disclosure of their directory information must submit a written request to the Office of the Registrar before they will be included in the published list.

Pass/No Pass Option

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

The following should be noted:

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

Auditing

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

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

Retaking a Course

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

Second-Grade Option

A student may repeat a course taken at St. Ambrose University, unless obvious regression is involved, and have only the grade and credit of the second registration used in calculating total hours earned as well as SAU cumulative grade-point average.

Under the provisions of this option, the Office of the Registrar will mark the permanent record to show that a

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

Restrictions:

1. The second-grade option may be used only once per course.
2. If the course was taken for a grade the first time, it must be taken for a grade the second time.
3. If the course was taken pass/no pass the first time, it may be taken pass/no pass or for a grade the second time.
4. The second-grade option may not be used if the first grade was assigned as a result of disciplinary action.
5. The second-grade option may be used in no more than four courses or no more than 12 semester credits.
6. The second-grade option may be used only for courses taken and repeated at St. Ambrose.
7. The second-grade option may not be used for classes in which higher level classwork in that subject area has been completed. (Regression)

Change of Registration

Students who wish to change their registration must do so officially on the Change of Registration form at <https://sau.edu/about-sau/registrar/registrar-policies-forms/>. Classes can be added/dropped on Self Service prior to the start of the term. It is the student's responsibility to fill out the Change of Registration form.

During a 16-week academic semester, if a course is dropped before the end of the 2nd week of class, no grade is officially recorded.

If a course is dropped between the end of the second week and the end of the 12th week, the grade of W (Withdrawal) is officially recorded.

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

Administrative Drop Policy

In order to capture accurate class enrollments, proper placement, and to ensure smooth financial aid processing, the following administrative drop procedure is recommended. Instructors may initiate an administrative drop of a student based on the following circumstances:

- For a traditional course, the student has not attended class during the first seven calendar days of the class and has not made successful contact with the instructor to explain the absence.
- Students enrolled in technology-delivered courses are subject to the same attendance policy. The student is required to log into Blackboard during the first seven calendar days of the class and participate in any classroom based activities as instructed to validate active enrollment.
- The student has not met course prerequisites, co-requisites, or registration restrictions.

If a student has multiple absences from a class after the time period noted above the instructor should notify the Early Alert Council. The focus of this Council is early detection and outreach to students who may be having difficulty or at-risk in some way.

Administrative drop procedure

- An instructor or department chair who chooses to initiate administrative drops must contact the Office of the Registrar notifying the office of the class and students not attending or not meeting course requirements. The instructor will complete the Administrative Drop Form found on the Registrar’s website.
- An email from the Office of the Registrar will be sent to the student as notification that they have been administratively dropped from the course. A copy of the communication will be sent to the instructor and department chair of the undergraduate program as well as the student’s advisor of record.
- If the student believes this action to be in error or that extenuating circumstances exist, they may appeal to the instructor and/or department chair.

These drop actions are made without the assignment of a letter grade. Students should not assume that they have been dropped automatically from a course because they have not attended. It is the responsibility of the student to meet financial aid requirements and follow university guidelines concerning other obligations that may be affected by the drop.

Withdrawal (Official) from the University

Official withdrawal from the university during the semester is arranged with the appropriate college dean or the Registrar with the student completing the Official Withdrawal form. Students who leave unofficially without completing the withdrawal form will receive F grades in all classes listed on the official registration. Official withdrawal ensures all records properly reflect such action.

Students withdrawing from the University will have “Official Withdrawal” appended to their permanent records in addition to the “W” grades in the courses from which they withdrew.

If a student is withdrawing from the current semester, but intends to re-enroll within a calendar year, they will not need to re-apply to the university. (See Step Out Policy below.) In this instance, the student will work with their academic advisor to ensure progression with their degree plan.

*Students are strongly encouraged to review additional information regarding financial aid impact and tuition refund policy found on the Financial Aid policies page.

Step Out Policy

Students who will not be enrolling at the university in an upcoming semester may consider the step out option. A step out is noted when a student who is temporarily leaving the university notifies the Office of the Registrar of an expected return date within one year of the last class attended. Individuals taking the step out option are not regarded as having permanently withdrawn from the university and not required to apply for readmission.

Students pursuing this option should contact an academic advisor prior to the semester the leave is to begin. Additionally, they should file a Decline Enrollment form found on the Office of the Registrar website, noting their intent to re-enroll within a one calendar year or less. Students who are enrolled in programs with specialized accreditation must consult with their program directors for additional requirements. Individuals must have at least a 2.0 SAU GPA to be eligible for the policy. A student academically dismissed or on academic probation cannot utilize this policy.

*Students who exceed the absence period of one year are required to complete the re-admission process with the Office of Admissions. This policy is intended for undergraduate students. Graduate students should contact their academic program for guidance.

**A “step out” is not an official leave of absence. Students who step out in the middle of an academic term are required to repeat the term and/or courses as required for the degree program upon return.

Academic Standing

Good Academic Standing

A student is considered to be in “good academic standing” when the student successfully maintains a satisfactory cumulative grade point average (GPA) (i.e., as identified by the University). A student who is in good academic standing is entitled to all the rights and privileges of enrollment at St. Ambrose University, such as continuing enrollment for the next semester, eligibility for financial aid, and participation in intercollegiate athletics. The minimum cumulative GPA required for a student to be in good standing is specified below.

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

Please note the following:

- These thresholds represent institutional minimums. Individual academic programs may require students to maintain a higher cumulative grade point average.
- A student’s failure to maintain good academic standing may impact their eligibility for both federal and institutional financial aid.
- The fact that a student maintains good academic standing does not, in and of itself, ensure their continued eligibility for financial aid. Please see the section on financial aid for more information about financial aid eligibility.

Academic Probation and Suspension for Undergraduate Students

St. Ambrose University reviews the academic standing of all students at the conclusion of each semester. Students who are

not in good academic standing (i.e., who fail to maintain the required cumulative GPA) will, at minimum, be placed on academic probation for the subsequent semester. Students who achieve a semester GPA of 1.00 or lower will also be placed on probation for the following semester (irrespective of whether their cumulative GPA falls below the minimum standard). Students who are otherwise in good academic standing and whose semester GPA falls below 1.8 (but exceeds 1.0) will receive a letter of concern (irrespective of whether their cumulative GPA falls below the minimum standard).

The purpose of academic probation is to communicate to a student that their academic performance places their ability to graduate from the University in question. A student's probationary status and the duration of their probationary status (i.e., a semester, at minimum) is intended to provide them with an opportunity to improve their academic performance (e.g., by strengthening their academic abilities and by accessing various University resources).

The potential outcomes for a student who has been placed on probation because their cumulative GPA has fallen below the minimum, cumulative standard (i.e., 2.0) are as follows:

- If, at the conclusion of the subsequent semester, the student's cumulative GPA has risen above the minimum standard, the student is released from probation.
- If, at the conclusion of the subsequent semester, the student's cumulative GPA has not risen above the minimum standard, but their semester GPA has risen above the minimum standard, the student remains on probation. For example, a student's semester GPA might be 2.32 while their cumulative GPA remains at 1.91.
- If, at the conclusion of the subsequent semester, neither the student's cumulative GPA nor the student's semester GPA has risen above the minimum standard, the student will be suspended from the university.

The potential outcomes for a student who has been placed on probation because their semester GPA has fallen to 1.0 or lower are as follows:

- If at the conclusion of the subsequent semester or term the student's semester GPA has risen above the minimum standard (i.e., 2.0), the student is released from probation.
- If at the conclusion of the subsequent semester or term the student's semester GPA has not risen above the minimum standard (i.e., 2.0), the student will remain on probation or be suspended from the University, as appropriate.

Probationary status is not subject to appeal. Students who have been suspended for failure to maintain good academic standing have the right to appeal their suspension. All appeals of an academic suspension must be submitted in writing to the Registrar and must include the following:

- A statement explaining why the student has not succeeded in achieving good academic standing for two consecutive semesters.

- A plan detailing how the student will improve their academic performance.
- A written statement supporting the student's appeal from a St. Ambrose University faculty or staff member.

A student's initial appeal of suspension is heard by the Board of Studies (i.e., a faculty committee). Students who are unsatisfied with the outcome of their initial appeal may make a subsequent appeal to the Office of the Provost, whose decision is final.

Students who have been suspended for academic reasons are not eligible to apply for readmission until two subsequent semesters have elapsed (e.g., spring and summer, or summer and fall). If readmitted, students return on probationary status and must attain, minimally, a 2.0 semester GPA at the conclusion of the semester of their readmission in order to remain enrolled in the university.

Policy on Academic Integrity

In its mission statement, the university seeks to "teach, learn, and work in a climate of mutual respect, honesty, and integrity where excellence and academic freedom are cherished." All members of the community are called upon to uphold the standards of academic integrity and to avoid academic dishonesty of any kind. By accepting employment at the university or by accepting admission to St. Ambrose, faculty, staff, and students affirm and support the principle of honesty in their endeavors on behalf of the institution. Each member of the St. Ambrose community is responsible for acting with integrity.

Forms of Academic Misconduct

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

Plagiarism

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

Examples include but are not limited to:

- Receiving credit on group assignments without contributing fairly.
- Submitting another's paper or assignment, in whole or in part, as if it were your own.
- Using exact phrases, sentences, or paragraphs from a source without quotation marks and/or proper citation.
- Paraphrasing another's work or using information (verbal or visual), opinions, or concepts from a source without proper citation or acknowledgement.
- Borrowing phrases from a source without using quotation marks, substituting synonyms for the author's language while keeping to the same general language framework and meaning as found in the original.
- Submitting material (e.g., an assignment) without appropriate documentation of AI's contributions in a course in which the instructor permits AI use, so long as it is appropriately documented.

Falsification or Fabrication

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

Examples include but are not limited to:

- Inventing research or lab results.
- Counterfeiting a record of a practicum experience.
- Sabotaging another student's work such as a lab report.
- Fabricating an excuse (e.g., an illness or accident) to justify a delay in submission of an exam or assignment.
- Inventing a citation, altering a grade on an assignment or academic record, unauthorized altering of a returned test or paper before seeking regrading, or impersonating another student.

Unauthorized Assistance

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

Examples include but are not limited to:

- Collaboration on completing assignments or tests without the authorization of the instructor or outside the limits designated by the instructor.
- Allowing another, such as a tutor or fellow student, to complete or significantly revise a paper or assignment.
- Using materials such as textbooks, notes, or formula lists during a test without the professor's permission.
- Copying from another student's test or homework and/or allowing another student to copy from your test or homework.
- Utilizing Artificial Intelligence (i.e., AI) for the support and/or generation of submitted work when use of AI-related forms has been prohibited by the instructor.

Complicity

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

Examples include but are not limited to:

- Writing or procuring an assignment for another student.
- Taking an exam for another student.
- Changing an academic record for another student.
- Supplying another student or students with unauthorized copies of an exam, or exam questions or answers, or lying to students, faculty or administration on behalf of another student.

Improper Use of Technology

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

Examples include but are not limited to:

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

- Logging-in as someone else to complete an online assignment or exam.

Abuse of Academic Materials

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

Examples include but are not limited to:

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

Multiple Submission

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

Examples include but are not limited to:

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

Procedures for Alleged Academic Misconduct

An instructor who has evidence or suspects an act of academic misconduct has taken place is responsible for acting in accordance with the St. Ambrose University Academic Integrity Policy. In addition, others, including students, who have reason to believe a violation has taken place, should notify the instructor verbally or in writing. The names of those supplying information other than the instructor will be held in confidence.

The following steps will be taken by the instructor:

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

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

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

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

Potential Consequences of Academic Misconduct

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

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

Examples of minor violations include but are not limited to:

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

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

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

Examples of major violations include but are not limited to:

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

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

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

- Distributing stolen exams.
- Selling papers to other students.

- Downloading entire papers from the internet.

Transcripts

Transcripts are issued through the National Student Clearinghouse at <https://sau.edu/about-sau/registrar/>. Official copies with a seal are sent directly to an institution, employer, or individual. Electronic and paper copy options are available.

Currently, there is no charge for transcripts.

Transfer Credits

Students should allow one week for the evaluation of transfer credits. Official transcripts should be sent by the transferring institution by mail or electronically, or hand delivered by the student in a sealed envelope.

St. Ambrose University Organization

College of Arts and Sciences Departments

Art+Design
Art History
Biology
Chemistry
Communication and Digital Media
Computer and Information Sciences
Engineering and Physics
English
History
International Studies
Justice, Diversity, and Gender Studies
Mathematics and Statistics
Music
Philosophy
Political Science and Leadership Studies
Psychology
Sociology and Criminal Justice
Spanish and Latinx Studies
Theatre
Theology
Master of Pastoral Theology

College of Business Departments

Accounting
Finance
Management
Marketing
Sales
Master of Accounting
Master of Business Administration
Master of Organizational Leadership

College of Health and Human Services Departments

Education, School of
Kinesiology
Nursing
Social Work, School of
Master of Exercise Physiology
Master of Physician Assistant Studies
Master of Public Health

Master of Science in Speech-Language Pathology
Master of Social Work
Doctor of Occupational Therapy
Doctor of Physical Therapy

Interdisciplinary Minors

Classical Studies
Environmental Studies
Global Business
Hispanic Studies
International Studies
Justice, Diversity and Gender Studies
Leadership
Pre-Law Studies

Concentrations

Undergraduate Concentrations

Biology—Pre-Health Professions, Secondary Biology Education
Chemistry—Forensics and Pre-Med
English—Creative Writing, Literature, Secondary English Education
Forensic Psychology—Adult and Child
Management—Entrepreneurship, Supply Chain Management
Mathematics—Secondary Mathematics Education

Graduate Concentrations

General Business
Human Resource Management
International Management
Leadership
Marketing Management

Certificates

Undergraduate Certificates

Advanced Accounting
Cybersecurity Management
Human Resource Management
Spanish for Health and Human Services Professionals

Graduate Certificates

Advanced Accounting
Orthopaedic Physical Therapy Clinical Residency
Youth Ministry

Study Abroad Programs

Studying abroad is an affordable, high-impact activity that is an outstanding way to maximize the value of a St. Ambrose education. St. Ambrose sends students throughout the world on faculty-led courses, exchange semesters, and provider programs. Students return from their study abroad with broader global perspective, greater resilience, and improved intercultural understanding.

Undergraduate Program Requirements

Accounting

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

Requirements for a Bachelor of Business Administration Degree in Accounting:

Business Core: ACCT 201, 202; BUS 201; ECON 100, 201; FNCE 300; MGMT 210, 449; MKTG 209; PHIL 305; and STBE 137, 237.

Additional major requirements: 27 semester credits in required accounting courses including ACCT 201, 202, 300, 301, 302, 305, 307, 312, 415; 6 elective credits from ACCT 314, 401, 402, 403, 404, 406, 410, 414, 416, 417, 420 or 460. Students must also demonstrate an experiential learning experience, which may include a documented internship, service learning, study abroad, or in rare cases, an alternative to one of the above.

Accounting majors are required to have earned a 2.25 average GPA in all accounting courses; have earned a C in all accounting classes (if an accounting major earns below a C, the student must retake the course); and have earned 18 of their 33 hours of accounting at St. Ambrose, including ACCT 300, 301, 302, 305 and 415.

Requirements for an Accounting Minor: 18 semester credits in accounting courses.

Undergraduate Certificate in Advanced Accounting

The undergraduate Graduate Certificate in Advanced Accounting is available to any accounting major with a 3.0 GPA and approval from the MAcc Program Director.

Requirements for the Undergraduate Certificate in Advanced Accounting: Take 5 of the following courses: ACCT 601, 602, 603, 604, 606, 610, 614, 616, 617, 620, 660.

Art + Design

Students in the Art + Design department prepare for a life-long involvement in the arts through the development of artistic and technical skills, aesthetic judgement, critical thinking, and historical understanding.

The Art + Design Department offers two studio majors, conferring in a Bachelor of Arts degree in Art + Design (with a concentration in Art Therapy, Graphic Design, Painting, or Print & Book) and Art Education. Our minors include Art, Arts Administration, Art Therapy, Book Arts, Design and Interactive Media, Graphic Design, and Painting.

Requirements for a Bachelor of Arts in Art + Design or Art Education: (30 credits)

AD 100, 110, 120, 140, 160, 200, 310, 380; AH 250, 251.

Additional Major Requirements

Beyond the required core courses, students must complete additional requirements to earn one of the following majors. All students have the option of taking AD 420.

Requirements for an Art + Design Major:

Art Therapy Concentration: 28 credits: AD 215, 225, 315; PSYC 105, 212, 215, 324, 342, 384; PSYC 327 or 328.

Graphic Design Concentration: 24 credits: AD 180, 210, 240, 320, 340, 350, 390 (6 credits).

Painting Concentration: 24 credits: AD 170, 220, 250, 270, 300, 370 (9 credits).

Print & Book Concentration: 24 credits: AD 210, 220, 225, 260, 280, 360 (6 credits), ENGL 317.

Requirements for the Art Education Teaching major (K-12):

Students majoring in Art Education through the Art + Design department and expecting to qualify for a license to teach art at the elementary or secondary level are required to take AD 220, 270, 300; EDART 370, 380; and AD 170 or 250.

Acceptance into the Educator Preparation Program and student teaching include a:

- Cumulative GPA of 3.0; major GPA 3.0; Education coursework GPA 3.0;
- Education 205 or 207 (B or better); US History or American Government; SPED 310; EDUC 282, 284, 300, 301; 140 hours of pre-student teaching field experiences at two different school sites plus EDUC 309, 336, 430 (see above GPA requirements).

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

Requirements for an Art Minor: (18 Credit Hours) 18 credits in Art + Design

Requirements for an Arts Administration Minor: (18 Credit Hours)

Take 3 credits from the following: MUSE 380, COMM 230 or ENGL 315

Take 9 credits from the following: ACCT 201; COMM 240, 251; MGMT 210, 216, 320; MKTG 209, 359; or SLS 235

Take 3 credits from the following: AD140 or COMM 225

Take 3 credits from the following: AH 450, 490; WI-AD 310, 400, 410; ENGL 400; or THTR 399.

Requirements for an Art Therapy Minor (Art + Design Majors): (21 Credit Hours) AD 215; PSYC 105, 212, 215, 324, 342; take 3 credits from PSYC 327, 328 or 384

Requirements for an Art Therapy Minor (Psychology Majors): (18 Credit Hours) AD 100, 120, 190, 215, 220; take 3 credits from AD225, 230, 260, 270.

Requirements for a Design and Interactive Media Minor: (18 Credit Hours) AD 140, 330, 390; CSCI 140, 330, 360

Requirements for a Graphic Design Minor: (18 Credit Hours)
AD 110, 140, 210, 320, 350, 390

Requirements for a Painting Minor: (18 credit hours) AD 100, 170, 200, 270, and 6 hours of AD 370

Requirements for a Print & Book Minor: (18 Credit Hours)
AD140, AD160, AD220, AD225, AD260, AD380

Art History and Museum Studies

The SAU Art History and Museum Studies Program fosters an energetic exploration of art, architecture, material culture, and the museology through the study of primary visual and literary sources, with an emphasis on historical understanding, critical thinking, written and oral communication, and professional development.

Art History majors and Museum Studies minors are required to complete at least 3 credits of internship. Students interested in pursuing graduate school opportunities are also encouraged to complete a capstone project. Internships and capstone projects will be determined in consultation with the AH/MUSE Program Director.

Requirements for an Art History Major:

(36 credit hours) AH/MUSE 205, 250, 251 and at least 3 credits of AH 490 internship; 6 credits of AH; 12 credits of AH at 300 or 400 level, which may also include HIST 321, 322; an additional 6 credits from AH, AD, MUSE or HIST.

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

Requirements for Museum Studies minor: 18 credits including AH/MUSE 205, 380, 381, 382, and 490 (3 credits), plus 3 credits of an additional MUSE, AH, AD, HIST, MKTG or SLS course.*

**With approval of the program director, students interested in science or children's museums may substitute a relevant science or education course for the additional course requirement.*

Requirements for an Integrated BA in Art History/MA in Museum Studies: Currently enrolled Art History majors are eligible to apply for the integrated BA/MA program provided they have a minimum 3.2 cumulative GPA and have completed 60 credit hours. Up to 9 credits from the following +WI AH courses can be applied to the WIU-QC MA degree requirements: AH 343, 345, 346, 347, 350, 351, 353, 355.

Biology

Bachelor of Arts in Biology

The Bachelor of Arts in Biology is designed for students who wish to receive strong scientific training and a breadth of Liberal Arts experiences to prepare for careers in health and human services. Students in this program will develop critical thinking skills in the natural sciences, complemented by focused areas of study in oral communication, human psychology and social

development, and ethical decision-making. The overall goal of the major is to develop science-minded graduates who understand that patients are individuals who deserve clearly communicated, scientifically accurate and empathetic health care. To assist in professional development, majors have opportunities to participate in internships, independent research projects, and may qualify for membership in Beta Beta Beta, a national honor society.

Requirements for a Bachelor of Arts Degree with a Major in Biology: BIOL 199, 200, 211, 230, 232, 251, 300, one of 301 or 303, one of 307 or 309; CHEM 105, 106; COMM 203, 303; MATH 171; PHIL 207; one of the following: PHIL-310, THEO 319 or THEO-326; PSYC 105, one 200-level, and one 300-level course; STAT 213; One of: EXPL 201, 202, or BIOL 401 and 402, or HON 401.

Bachelor of Science in Biology

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

Requirements for a Bachelor of Science Degree with a Major in Biology: 31 semester credits of biology, including BIOL 199, 200, 201, 300, 301, 303, 307, 309; CHEM 105, 106, 207, 209; MATH 171; STAT 213; one of the following: PHIL 207, 310, 311, THEO 110, 319, 326.

Bachelor of Science in Biomedical Laboratory Science

The Bachelor of Science in Biomedical Laboratory Science will provide students with the foundational skills in biology and chemistry to be successful in an NAACLS-accredited clinical laboratory practicum. The curriculum focuses on developing laboratory skills with an emphasis on critical thinking and problem solving. These skills will be applied in a clinical laboratory practicum, where students will perform, interpret, and analyze medical tests used in the diagnoses and potential treatments of infections and diseases.

Requirements for a Bachelor of Science Degree with a Major in Biomedical Laboratory Science: BIOL 110, 199, 200, 201, 211, 230, 232, 300, 301, 303, 305; CHEM 105, 106, 207, 209;

MATH 171; STAT 213; completion of a 12-to-15-month NAACLS-accredited clinical laboratory practicum. Recommended courses include CHEM 208, 210, 301, 319, 320.

Requirements for a Minor in Biology: One course from each of the following categories: an introductory course: BIOL 101 or 199; an environmental biology course: BIOL 108, 109 or 321; and a human biology course: BIOL 106, 112, 115, 205 or 230; with additional coursework to obtain a minimum of 15 credits in Biology.

Optional Concentrations

Courses below are taken in addition to the major requirements. Concentrations may be added only to the Bachelor of Science Degree with a Major in Biology.

Requirements for a Concentration in Pre-Health Professions:

Eight (8) hours from among the following: BIOL 211, 230, 232, or approved course; three (3) hours from the following: PSYC-105 or SOC-101; EXPL 201 or 202, or BIOL 401 and 402; CHEM 208 and 210, or 319; PHYS 203 and 204, or 251 and 253.

Requirements for a Concentration in Secondary Biology Education:

CHEM 110. Requirements for the Secondary Teaching concentration (5-12) are: Acceptance into the Educator Preparation Program (and student teaching) include a cumulative GPA of 3.0; major GPA 3.0; Education coursework GPA 3.0; Education 205 or 207 (B or better), US History or American Government, SPED 310, EDUC 282, 284, 300, 301, 305, 343; 140 hours of pre-student teaching field experiences at two different school sites plus EDUC 309, 336, 419 (see above GPA requirements).

Environmental Studies: See Interdisciplinary Minors section.

Business Education

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

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

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

Requirements for a General Business Teaching Major (7-12): ACCT 201, 202; BUS 201; MKTG 209; One of the following: MKTG 319, 339/SLS235, or 329; MGMT 216; ECON 100, 201; CSCI 140; MGMT 320 and MGMT 325.

See Education Department section for education courses, teaching major and student teaching requirements. All grades must be C or better unless specified. Requirements for the General Business Teaching Major (7-12) are: Acceptance into the Educator Preparation Program (and student teaching) include a cumulative GPA of 3.0; major GPA 3.0; Education

coursework GPA 3.0; Education 205 or 207 (B or better), US History or American Government, SPED 310, EDUC 282, 284, 300, 301, 305, 342; 140 hours of pre-student teaching field experiences at two different school sites plus EDUC 309, 336, 419 (see above GPA requirements).

Chemistry

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

Requirements for a Bachelor of Arts Degree with a Major in Chemistry:

30 semester credits in chemistry including CHEM 105, 106, 110, 150, 207, 208, 209, 210, 301, 303 and 313; PHYS 251 and 253 or 203 and 204; and MATH 191, 192.

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

42-43 semester credits in chemistry including CHEM 105, 106, 110, 150, 207, 208, 209, 210, 301, 303, 313, 314, 319, 321, 428 and 429 or 440; two labs from 315, 320 or 322; and one elective from 319, 320; PHYS 251, 253; and MATH 191, 192. Recommended courses: MATH 290 or 291.

Requirements for a Bachelor of Science in Biochemistry:

33 semester credits in chemistry including: CHEM 105, 106, 110, 150, 207, 208, 209, 210, 301, 313, 319, 320, 419; PHYS 251 and 253 or 203 and 204; and MATH 191, 192. Students must take the following courses: BIOL 199, 200, 301 and 303. Students are encouraged to tailor their studies to admission requirements of medical schools in which they are interested by taking other science and mathematics courses as electives.

Requirements for a Bachelor of Science or Arts Degree with a Major in Chemistry and a Pre-Med Concentration:

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

Requirements for a Bachelor of Science or Arts Degree with a Major in Chemistry and a Forensics Concentration:

In addition to the courses required for the Bachelor of Science or Arts in Chemistry major, students must take the following courses: BIOL 101 or 199, 120, 205 or 230; CRJU 101, 342, 311, and 420.

Requirements for a Concentration in Secondary Chemistry

Education: Acceptance into the Educator Preparation Program (and student teaching) include a cumulative GPA of 3.0; major GPA 3.0; Education coursework GPA 3.0; EDUC 205 or 207 (B or better), US History or American Government, SPED 310, EDUC 282, 284, 300, 301, 305 343; 140 hours of pre-student teaching field experiences at two different school sites plus EDUC 309, 336, 419 (see above GPA requirements).

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

Communication and Digital Media

The Department of Communication and Digital Media offers a diverse curriculum focused on the theory, ethics, and practice of communication. Students participate in hands-on education through our co-curricular activities: SAUtv, KALA radio and The Buzz student newspaper. We prepare students for careers in digital media production, multimedia journalism and public relations/strategic communication.

Multimedia Journalism Major:

- Requirements: AD 240, COMM 224, 230, 232, 305, 326, 332, 333, 337, 340, 432, 499; 1 course from ENGL 315, 316, 317, 319, 320.
- A minimum grade of C+ is required in COMM 230.
- Second major encouraged, but not required.
- *A minimum major GPA of 2.33 (C+ average) is required.*

Digital Media Production:

- Requirements: AD 180, 240, COMM 224, 230, 232, 234, 235, 305, 326, 337 (6 credits), 432, 499.
- *A minimum major GPA of 2.33 (C+ average) is required.*

Public Relations and Strategic Communication Major:

- Requirements: AD 240, COMM 224, 230, 232, 240, 251, 305, 326, 333, 340, 353, 432, 499; 1 course from COMM 327, 329, 361.
- A minimum grade of C+ is required in COMM 230.
- Second major encouraged, but not required.
- *A minimum major GPA of 2.33 (C+ average) is required.*

MINORS:

Requirements for a Minor in Communication Studies:

COMM 203, 232, 326, 340, and 327 or 361.

Requirements for a Minor in Digital Media Production:

COMM 224, 232, 234, 235, 337.

Requirements for a Minor in Multimedia Journalism:

AD 240, COMM 230, 232, 332, 333, 432.

Requirements for a Minor in Public Relations:

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

Communication Science and Disorders

Requirements for a minor in Communication Science and

Disorders: EDCOMM 325; MSLP 400, 410, 420, 430, 440, 450.

Computer and Information Sciences

Requirements for a Bachelor of Science with a Major in

Computer Science: CSCI 140, 195, 270, 281, 294, 295, 310, 435; select 5 courses from: CSCI 300, 320, 330, 360, 393, 400, 410, or MATH 191 and nine credits of CSCI elective at the 200 level or above. During the last semester before graduation, Computer Science majors are required to complete a CIS Department Undergraduate Exit Survey.

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

Requirements for a Bachelor of Arts with a Major in

Cybersecurity: CSCI 140, 185, 250, 270, 365, 375, 415, 425, 435, 475; Criminal Justice Component: CRJU 101, 221, 342.

Electives: take 6 credits from the following courses: CSCI 281, 335, 450, 480, 490, 499. During the last semester before graduation, Cybersecurity majors are required to complete a CIS Department Undergraduate Exit Survey.

- *CIS Department majors/minors must pass CSCI 140, 250 and 270 with a C or better.*

Requirements for Bachelor of Arts with a Major in

Computer Network Administration: Computer Component: CSCI 140, 185, 270, 365, 435, 470, 475; 15 credits from: CSCI 250, 281, 375, 415, 425, 450 (may be repeated with different topics), 480, 490, 499. Communication Component: select two of the following courses: COMM 306, 326, 327; ENGL 218, 315. During the last semester before graduation, CNA majors are required to complete a CIS Department Undergraduate Exit Survey.

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

Requirement for a Minor in Computer Science (18 credits):

CSCI 140, 195, 270, 295, 360; One additional programming course from: CSCI 294, 310 or 330.

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

Requirement for a Minor in Cybersecurity (24 credits):

CSCI 140, 250 270, 365, 375, 415, 435; One additional course from: CSCI 185, 425, 450, the following electives are only applicable if security related: CSCI 480, 490, 499. The following are recommended electives: CRJU 101, 221. Note: CNA majors must complete three courses (9 credits) above the CNA major to receive the Cybersecurity minor.

- *CIS Department majors/minors must pass CSCI 140, 250 and 270 with a C or better.*

Requirements for a Minor in Computer Network

Administration (21 credits): CSCI 140, 185, 270; two courses

from: CSCI 365, 450, 470. Communication Component: two courses from: COMM 306, 326, 327; ENGL 218, 315.

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

Criminal Justice

See Sociology and Criminal Justice

Data Science and Analytics

The Bachelor of Science in Data Science and Analytics is a 45 credit hour program with a mixture of mathematics, statistics, and computer science courses. This major is designed to enhance a student's ability to think with data. Through project-based introductory and capstone courses, students will learn how to apply fundamental concepts in statistics and computing to convert data into solutions and insight. Students will obtain a strong background in mathematics, statistical inference, computer programming, and database management. They will also learn to communicate their results to non-experts, and assess the ethical impact of their work on the community at large.

Requirements for a Bachelor of Science with a Major in Data Science and Analytics: MATH 191, 192, 220, 290, 300, 301, 305, WI-306, 390, 391; CSCI 195, 281, 295, 310, 360.

Education, School of

The Educator Preparation Program (EPP) in the School of Education includes areas of study necessary to prepare caring, qualified and competent professional classroom teachers, and is approved by the Iowa Department of Education.

Mission Statement

As a program within an independent, diocesan, Catholic institution of higher learning committed to professional preparation within a strong liberal arts tradition, it is the mission of the SAU Educator Preparation Program to prepare teachers who: 1) are professionally ethical; 2) possess the knowledge and skills in current educational theory and practice needed to serve all learners in diverse current educational environments; and 3) possess the general skills needed to adapt to and create the learning environments of the future.

Licensure

Successful completion of the Educator Preparation Program (EPP) enables candidates to receive an initial license to teach in Iowa agencies and schools. Candidates who plan to teach in a state other than Iowa should consult the Educator Preparation Program concerning certification requirements. All candidates in the SAU Educator Preparation Program must obtain licensure in the state of Iowa before they can obtain licensure in other states. Students seeking licensure in other jurisdictions may find it helpful to obtain the appropriate Iowa Teaching Credential and then seek credentials in other states. In most jurisdictions, holding a current teaching credential from Iowa puts one in better standing when applying for licensing elsewhere. Details regarding educational requirements for licensure in all states can

be found at <https://sau.edu/about-sau/accreditation/>. Candidates are encouraged to visit this site regularly.

All licenses for teachers are issued by the State of Iowa Board of Educational Examiners upon recommendation of the university through which the applicant has completed an approved program. All applicants must comply with the State of Iowa FBI background check prior to applying for licensure. The university will not recommend an applicant who has not completed the Educator Preparation Program requirements.

The Educator Preparation Program is subject to requirements mandated by the Iowa Department of Education. Any changes in the Iowa Department of Education requirements which occur after publication of this catalog may require additional course work or testing in order to complete licensure.

Objectives for the Pre-Service Educator

Pre-service educators in the Educator Preparation Program must meet the objectives of the specified majors in order to be recommended for teacher licensure.

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

Specific objectives for all majors can be found on the Educator Preparation Program web page and by contacting the School of Education.

Admittance to the Educator Preparation Program

For those applying to the program beginning with the fall semester of 2021, Educator Preparation Program students must meet the following requirements:

1. Maintain a 3.0 cumulative grade point average (GPA).
2. Maintain a 3.0 in education courses, including those outside of the education department but required for major/endorsement.
3. Maintain a 3.0 in major field (Secondary & K-12).
4. Satisfactorily complete 40 field hours in EDUC 205 or provide verification of such through EDUC 207.
5. Submit Educator Disposition Assessments (EDUC 205 or 207 instructor and cooperating teacher's evaluation for EDUC 205) which show candidates are making progress toward meeting the 9 educator dispositions.
6. Earn a grade of "B" or above in EDUC 205 or 207, 282, 284.
7. Complete application for admission to the Educator Preparation Program (along with all required documentation).

NOTE: Full admission can only be maintained by continuing to meet all requirements each semester. Candidates should consult the Director of the School of Education regarding the most current requirements for applying to the Educator Preparation Program.

Consistent with Iowa Department of Education standards, the Educator Preparation Program has established a five-year limit for accepting field hours. Field hours completed more than five years prior to submission of a completed TEP application will

need to be repeated. **NOTE:** Admission to the St. Ambrose Educator Preparation Program does not guarantee a state authorized teaching license.

Requirements for Admission to Student Teaching and Graduation from the Educator Preparation Program

1. Candidate must be admitted to the Educator Preparation Program. The applicant completes a proposed sequence of courses in the education core and major leading to licensure. **All** coursework must be completed prior to student teaching.
2. Candidate must maintain a cumulative GPA of 3.0 and a GPA of 3.0 in the education core and major/endorsement courses, with all grades at *C* or above. Grades of *C-* or below are not acceptable.
3. All candidates who wish to student teach must apply the year previous to their student teaching semester. Those candidates must attend a mandatory meeting and submit a complete student teaching application on Taskstream by the designated date. Any candidate who must change their student teaching date, or school preferences after the deadline, must request to gain access to the originally submitted application to make the changes. **Note:** The requested school choice for student teaching is not guaranteed and is subject to the ability of the Director of Student Teaching and the School of Education to secure a timely and appropriate placement. Further, if a placement has been approved by a school/district, no further changes will be allowed.
4. Candidates must successfully complete a final presentation during student teaching before recommendation for licensure.

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

Student Teaching Semester Points to Remember for Students and Advisor

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

1. Student teachers are assigned by the Educator Preparation Program to public or private agencies or schools in the Quad City area.
2. The length of assignment is all day, Monday-Friday, for 75 consecutive school days. Students earn 15 semester credits.
3. Applicants seeking licensure in art or music are assigned to an elementary and a secondary school. Early childhood education applicants teach at two age levels: 0–3 years or 3–6 years, and kindergarten-third grade. Special education applicants teach at two assignments with one in an elementary general education classroom and one in a special education area. Those pursuing a middle school endorsement

have the option of having a split student teaching assignment.

4. During the student teaching semester, all student teachers are required to return to the University to attend Student Teaching Seminars.

Bachelor of Education

The Bachelor of Education is for individuals who have completed a bachelor's or master's degree and are seeking teacher licensure. Candidate must meet University and EPP admission requirements. 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.

Iowa Endorsement Early Childhood Education (100)

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

Required Courses: EDUC 205 or 207, 282, 284, 300, 301, 309, 312, 371, 452, EDGEOG-201; EDMATH-210; two of the following: EDUC 440, 441, 442; PSYC 105; SPED 310, 313; ECSE 204, 311, 321, 410, 420; EDCOMM 325; ECE 303, 307, 308, 350, 365, 381; a course in U.S. history or government; 6-7 semester credits in science (biology and natural science). A minimum of 215 clock hours of pre-student teaching experiences in a school or agency setting at three different age levels (0–3 years, 3–6 years, and grades K–3) are required before student teaching. Early Childhood Education majors also must take KIN 206 or present evidence of current American Red Cross certification in infant, child, and adult CPR and first aid before the student teaching semester.

Iowa Endorsement Elementary Education

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

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

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

Required Courses: ENGL 210 or 211, ENGL 313, 316, three

additional credits of ENGL at the 200 level or above; EDCOMM 325; EDUC 369, 371, 372, 452; THTR 105.

Approved Endorsement in Mathematics (K-8): Required Courses: EDUC 354; three credits in computer science (CSCI 140); MATH 191, 192, 300, 301; EDMATH 210, 211, and 395.

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

Approved Endorsement in Science (K-8): Suggested Courses: 12 hours of physical science recommended from the following: PHYS 203; NSCI 105, 106; CHEM 103, 105; six hours of biology recommended from the following: BIOL101, 108, 109, 110, 123, 199, 200; six hours of earth/space science recommended from the following: ASTR 201, 221 or EDGEOG 201.

Approved Endorsement in Foreign Language (K-8). Required Courses: EDUC 330; Minimum of 24 hours of which 12 are at the 300 level.

Approved Endorsement in Social Science: History (K-8). Required Courses: HIST 201, 202; Two courses from HIST 215, 216 or 217; EDUC 329, plus six credits of electives in American history and six credits of electives in world history.

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

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

Approved Endorsement in Pre-Kindergarten-Kindergarten Classroom (PK-K): Required Courses: EDCOMM 325; ECE 365, 381; ECSE 321, 420; EDUC 403; SPED 313. Can only be added to Elementary with another endorsement area.

Iowa Endorsement Secondary Education

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

Secondary practitioner candidates must fulfill endorsement requirements in a teaching major; complete a course in U.S. history or government; SPED 310; EDUC 205 or 207, 284, 300, 301, 305 (except for art and music majors), 282 (except for music), 309, the appropriate named 5-12 methods course, 336, 340, 341, 342, 343, 344, 345 or 346 (except art, math, and music majors unless they are seeking another endorsement), 419 or 430 or 432 or 433. A minimum of 100 clock hours of pre-student teaching experiences in two different school settings is required before student teaching (except art). Department majors

approved for endorsement areas (5-12) include: art (K-12), business-all, English language arts, Spanish, mathematics, music, biology, chemistry, history, and reading.

Approved Endorsement in Reading (5-12). Required Courses: EDUC 336, 368, 372, 452, 453, 456; ENGL 199, 313, 316, three additional credits of ENGL at the 200 level or above; COMM 203 or 228 or 329; EDCOMM 325.

Additional Endorsement Areas

The Educator Preparation Program offers the following endorsements that can be added on to other approved teaching majors: Middle School Endorsement, English as a Second Language-ESL/ELL (K-12).

Secondary (Grades 5-12) Endorsements

American Government, Economics, Psychology and Sociology

Middle School Endorsements

Candidates in the SAU Educator Preparation Program (EPP) who are interested in obtaining a Middle School endorsement are required to complete EDUC 455 and EDUC 461 and either EDUC 372 or 336. Students who plan to apply for the Iowa Middle School Endorsement need to complete 2 areas of concentration: Language Arts (EDUC 368, EDCOMM 325, ENGL 313, 316 & 345), Mathematics (Math 220 or MATH 290 and 9 credits of mathematics electives), Science (BIOL 101, 199, 200 or a 4 credit BIOL elective & NSCI 105, PHYS 203, CHEM 103 or CHEM 105 & ASTR 201 & EDGEOG 201), and Social Studies (HIST 211, 212, 213, 215, 216 or 217 & PSCI 101, 104, 110 or 120 & HIST 201, 202 & EDGEOG 201).

English as a Second Language-ESL/ELL (K-12): Required Courses: EDUC 302, 311 and 401; EDENGL 230, 380 and 381; ENGL 313. Can only be added to an approved Elementary major with another endorsement area or an approved Secondary major.

Engineering and Physics

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

Integrated Design Experience

The program's philosophy is that the whole must be greater than the sum of parts to be most effective. The fundamental skills of model-building, creativity, problem solving, and communication are integrated throughout the program emphasizing design and communication. Engineering education is a network of experiences beginning in the first year course, Introduction to Engineering, and culminating in the Senior Design experience. Throughout the program, students study engineering topics and explore problem-solving using traditional methods and digital technologies. In Senior Design, students use

engineering skills to determine a real world problem, develop and analyze alternatives and recommend a feasible solution. Design issues are introduced throughout the program to assure that students are well prepared for this experience.

Educational Environment

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

Admissions Requirements

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

Industrial Engineering

Industrial Engineering optimizes complex processes, systems, or organizations by designing, improving and implementing integrated systems of people, money, knowledge, information, equipment, energy and materials. At St. Ambrose, our emphasis is on how humans fit into those systems to ensure safe and productive work. Industrial Engineers are in high demand in many sectors of the economy, from traditional industrial settings to streamlining hospital operations. The skills learned as an Industrial Engineer will provide a wealth of opportunities for the graduate.

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

Mission

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

Program Educational Objectives

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

Industrial Engineering graduates will:

1. Demonstrate their success by working effectively in collaboration with others.
2. Exercise appropriate design, fundamental math, and engineering principles.
3. Investigate, define, communicate, defend and implement solutions to complex problems.
4. Enrich their lives and the lives of others.

Student Outcomes

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

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Requirements for a Bachelor of Science in Industrial

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

Engineering Courses (24 credits): ENGR 106, 126, 156, 201, 220, WI-251, 265, 270, 296, 301, 302, 303, 401.

Mathematics and Basic Science Courses (33 credits): MATH 191, 192, 290, 291, 300, and 301, 320 or 390; PHYS 251, 253; CHEM 103 or 104 or 105; minimum of 32 credits in approved credits from ASTR, MATH, CHEM, PHYS, or BIO.

Industrial Engineering Courses (33 credits): IE 305, 319, 335, 340, 350, 360, 403, 415, 419, WI-490; one of the following: ME elective, PHYS 306, 3 credits of IE 460, or 3 credits of ENGR 320.

To graduate with an Industrial Engineering degree, a minimum GPA of 2.50 must be earned for all semester credits used to satisfy the course requirements shown above (including a minimum GPA of 2.00 in the subset of requirements which includes all IE and ENGR prefixed course numbers). A

minimum GPA of 2.00 must be earned in the combination of semester credits and attempted transfer credits. In addition, MATH 191 and 192, or their equivalents, must be completed with a grade of C or better.

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

Mechanical Engineering

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

Mission

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

Program Educational Objectives

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

Mechanical Engineering graduates will:

1. Demonstrate their success by working effectively in collaboration with others.
2. Advance and adapt their expertise through professional practice or graduate education.
3. Investigate, define, communicate, defend and implement solutions to complex problems.
4. Enrich their lives and the lives of others.

Student Outcomes

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

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of

engineering solutions in global, economic, environmental, and societal contexts.

5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Requirements for a Bachelor of Science in Mechanical Engineering Degree:

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

Engineering Courses (24 credits): ENGR 106, 126, 156, 201, 220, WI-251, 265, 270, 296, 301, 302, 303, 401

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

Mechanical Engineering Courses (33 credits): ME 310, 312, 315, 350, 405, 410, 412, 415, WI-490; PHYS 306; one of the following: IE elective, 3 credits of ME 420, 460, or 3 credits of ENGR 320.

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

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

Dual Industrial and Mechanical Engineering

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

Requirements for Dual Bachelor of Science in Industrial and Mechanical Engineering Degrees:

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

Engineering Courses (24 credits): ENGR 106, 126, 156, 201, 220, WI-251, 265, 270, 296, 301, 302, 303, 401.

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

Industrial Engineering Courses (30 credits): IE 305, 319, 335, 340, 350, 360, 403, 415, 419, WI-490.

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

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

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

English

Requirements for a Bachelor of Arts with a Major in English (Literature Concentration): 36 credits including ENGL 200, 201, 202, 210, 211, 401, plus an additional 18 elective credits to be made up of the following: at least three courses selected from ENGL 165, 222, 223, 224, 240, 242, 302, 303, 304, 313, 330, 340, 350, 365, 380, 400 and no more than three courses selected from ENGL 199, 218, 315, 316, 317, 319, 320, 321 or 415. At least 12 elective credits must be 300 level or above.

Requirements for a Bachelor of Arts with a Major in English (Creative Writing Concentration): 36 credits including ENGL 317 and ENGL 415. In addition, 30 elective credits to be made up of the following: at least three courses selected from ENGL 165, 199, 218, 315, 316, 319, 321, or 365, and no more than seven courses selected from ENGL 200, 201, 202, 210, 211, 222, 223, 224, 240, 242, 243, 302, 303, 304, 307, 313, 330, 340, 341, 344, 345, 346, 347, 348, 350, 360, 380, and 400.

Requirements for a Bachelor of Arts with a Major in English (Concentration in Secondary English Education): 36 credits in English including ENGL 200, 201, 202, 210, 211, 313, 316, 401; and 12 additional hours of ENGL with a minimum of 6 credits at the 300 level and no more than 3 courses selected from ENGL 199, 218, 315, 317, 320, 319, 321 or 415. Additional requirements for a Concentration in Secondary English Education (5-12) are: Acceptance into the Educator Preparation Program (and student teaching) include a cumulative GPA of 3.0; major GPA 3.0; Education coursework GPA 3.0; Education 205 or 207 (B or better), US History or American Government, SPED 310, EDENGL 230, EDUC 282, 284, 300, 301, 305, 340, 368; 140 hours of pre-student teaching field experiences at two different school sites plus EDUC 309, 336, 419 (see above GPA requirements).

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

English minor in ESL Required Courses: 18 credits from the following courses EDENGL 230, 380, 381; EDUC 302, 311; ENGL 313.

Requirements for a Writing Minor: 18 credits from ENGL 199, 218, 313, 315, 316, 317, 319, 320, 321, 350, and 415.

Finance

Requirements for a Bachelor of Business Administration Degree in Finance:

Business Core: ACCT 201, 202; BUS 201; ECON 100, 201; FNCE 300; MGMT 210, 449; MKTG 209; PHIL 305; and STBE 137, 237.

Additional major requirements: 24 credits including

- Financial Core: FNCE 311, 312, 313, and 420.
- Choose 12 elective credits from FNCE 411, 412, 413, 414, 415, 416, 417; ECON 308.*
- Students will be required to work with a Finance advisor in maintaining a portfolio of finance-related work throughout their program and will be required to take part in an exit interview and pass a comprehensive examination/case study prior to completion.
- Finance majors are required to have a 2.25 GPA in all finance courses. A minimum grade of C is required in all finance courses.

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

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

History

Requirements for a Bachelor of Arts in History Major: 38 semester credits in History including:

- HIST 201, 202, 205, 215, 217, 400, 410;
- One of the following: HIST 210, 211, or 214;
- Three HIST courses at the 300-level;
- Two additional HIST courses.

Requirements for a History Teaching Major: 38 semester credits in history, distributed as follows:

- HIST 205, 400, 410;
- 15 credits in US History: HIST 201, 202; 6 of which must be at the 300 level;
- 15 credits in World History: HIST 215, 217; one of the following HIST 210, 211, or 214; and 6 additional credits, 3 of which must be at the 300 level.
- Students must maintain a 3.0 GPA in History with no grade lower than a C.

Requirements for a History Teaching Major (5-12) are: Acceptance into the Educator Preparation Program (and student

teaching) include a cumulative GPA of 3.0; major GPA 3.0; Education coursework GPA 3.0; Education 205 or 207 (B or better), SPED 310, EDUC 282, 284, 300, 301, 305, 341; 140 hours of pre-student teaching field experiences at two different school sites plus EDUC 309, 336, 419 (see above GPA requirements).

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

Classical Studies Minor: See *Interdisciplinary Minors section*

Honors Program

Honors Program study is open to students who have been accepted to St. Ambrose University pursuing any major. Core courses in the Honors Program fulfill general education requirements. The Honors Foundation Application and Essay can be completed online at <https://sau.edu/admissions/honors-program/>.

Honors Foundation

The Honors Foundation Program fosters the growth of students excited to explore their world and contribute to their communities. Students and professors work together to confront complex human questions using interdisciplinary inquiry and community engagement. Through these experiences students gain skills in communication, integrative thinking, and problem-solving that will serve as a foundation for freedom and growth beyond the first job to a lifetime of exploration, learning, and creative action in the world.

Because Honors Foundation courses fulfill general education and other University graduation requirements, *the program does not usually add to a student's total credit hour requirements*. Honors Foundations can be completed by students of all majors.

Honors Foundation application can be completed at <https://sau.edu/admissions/honors-program/>. Application includes: (a) Academic record/GPA (ACT/SAT not required), (b) Letter of recommendation, (c) A list of accomplishments and activities, (d) Project submission

Successful applicants demonstrate, through their academic record, extracurricular activities, and project submission that they meet 3 of 4 admission criteria: 1) a motivated and intellectually curious learner, 2) a thoughtful and engaged community member, 3) a reliable and collaborative teammate, and 4) a resilient and creative problem solver. A high school GPA of 3.25 or higher is recommended.

Requirements for Honors Foundation: 15 credits, including HON 100, 101, 102, 201, and 301.

Honors Research Experience

The Honors Research Experience Program fosters the development and growth of student scholars wishing to pursue an original interdisciplinary research project. With the help of a close team of faculty advisors, students confront complex human questions while engaging in critical self-reflection of the research process. Students in this program develop high level research skills and refine oral communication competencies,

which set them apart in graduate school, the workplace, and the community.

Students who complete Honors Foundation are automatically admitted to Honors Research Experience.

Students are not required to complete Honors Foundation to be eligible for the Honor Research Experience. All students who have at least 3 semesters left before graduation and a 3.5 or higher cumulative GPA are eligible to apply.

Find the application on the SAU Honors Program website. Application includes a 2-4 page statement of intent and a faculty recommendation.

Requirements for Honors Research Experience: 6-8 credits, including HON 301, 401 and 402 or 403.

Integrative Studies

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

The BA.IS is designed to primarily meet the needs of nontraditional students, mobile adults with diverse backgrounds who have earned college credits at one or more institutions of higher learning, and those who seek to complete a college degree by focusing on their individual interests, needs and goals. In short, the BA in Integrative Studies degree is flexible, offering students the opportunity to individualize a curriculum while meeting designated standards and academic requirements.

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

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

Intended Learning Outcomes

The BA.IS at St. Ambrose provides an academic pathway for students to meet individualized educational or career goals. As such, the BA.IS requires that students completing the degree have a clear knowledge of how their planned BA.IS degree develops and integrates learning and skill development from various academic areas. While each BA.IS degree plan is different, each student completing the BA.IS is expected to meet the following program-level learning outcomes, in addition to the individual learning outcomes proposed in the application:

- Demonstrates interdisciplinary learning by connecting facts, theories, examples, and/or insights gathered during the study of the two disciplines outlined in their program.
- Effectively connects insights gained from experiential learning to the interdisciplinary learning achieved in their BA.IS program
- Outlines/articulates potential applications of this interdisciplinary and experiential learning to future professional pathways that they may wish to pursue.

Program Oversight

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

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

Degree Requirements:

1. The proposal and acceptance of a 30 credit hour proposed "BA.IS degree plan" – a program of studies that combines coursework from two disciplines. The BA.IS degree plan is due the semester before graduation is planned (by November 1 for spring and summer graduations and by April 1 for winter graduations and must include:
 - At least 12 credits completed in each discipline;
 - At least 15 credit hours of the proposed degree plan completed at SAU;
 - No more than 6 credits completed through General Education;
 - A total of 18 credit hours at the 300- or 400-level;
 - Completion of EXPL 201 or an approved alternative experience. (e.g. clinical, internship, study abroad, service learning, student research)
2. Any student pursuing a BA.IS must work with a primary advisor from one of the two disciplines that form a part of the BA.IS plan who guides the student through the BA.IS, from design to completion,
3. By the end of the semester in which the student is set to graduate, an Exit Portfolio submitted to the office of the Dean of Arts & Sciences demonstrating the attainment of the approved student learning outcomes. This portfolio will be reviewed by faculty members from each discipline in the BA.IS plan as well as all members of the BA.IS committee
4. In order to graduate with the BA.IS, the student must also fulfill all University graduation requirements, which include the following:
 - Complete fulfillment of SAU General Education requirements,

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

Application Process and Timeline

Students who wish to pursue the BA.IS should have completed no more than 90 credit hours of coursework. Students with more than 90 credit hours at the time of application will be required to complete a minimum of 12 credit hours in the semester or semesters following the time of application. Interested students should follow the process described below to pursue a BA.IS:

STEP I: (Application Initiated by Student)

- With the assistance of the primary advisor, the student will complete a BA.IS application and submit it via email to the BA.IS Director.
 - Students intending to graduate in December of an academic year must submit their application by April 1st of the semester prior to graduation.
 - Students intending to graduate in May of an academic year must submit their application by November 1st of the semester prior to graduation.
- Complete application will include:
 - A Statement of Purpose
 - A proposed degree plan, including intended student learning outcomes. For more information on how to build a successful application, contact your advisor or the BA.IS Program Director for a copy of the BA.IS handbook, which outlines the specific requirements of the full application.

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

- At the request of the BA.IS Program Director, the BA.IS Program Committee will review the application according to these criteria:
 - Is it conceptually well-written (articulation clear? Goals achievable? Means reasonable?)
 - Is the Degree Plan consistent with the Statement of Purpose?
 - Is the Degree Plan consistent with the mission of the University?
 - Are the Learning Outcomes feasible and consistent with the Degree Plan?

- Upon review by the BA.IS Program Committee, any recommended revisions to the degree plan will be communicated to the student and primary advisor.

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

- Completed Portfolio should include:
 - Samples of student work demonstrating achievement of proposed learning outcomes.
 - A reflective essay by the student outlining their learning and future plans.
- For more information on how to create a successful Exit Portfolio, contact your advisor or the BA.IS Program Director for a copy of the BA.IS handbook, which outlines the specific requirements of the portfolio. With the assistance of the primary advisor, the student will submit the exit portfolio via email to the BA.IS Program director by the graduation application deadline as posted on the academic calendar.

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

- Exit portfolios will be reviewed within 10 business days. Final approval and/or any recommended revisions will be communicated to the student and primary advisor.

Interdisciplinary Minors

Classical Studies

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

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

Requirements for an Interdisciplinary Minor in Classical Studies:

- A minimum of 18 semester credits, including:
- CSM 101; AH 250 or HIST 215; LAT 101, 102; PHIL 217.
 - Choose one course from the following: HIST 102, 321, 322; THEO 344.
 - A Classical Studies Capstone experience is also required and will consist of a presentation, paper, exhibit or other experience as approved by the CSM Director. Usually, students presenting Capstones will do so through their major departments and the topics are linked to their major; topic and product must be approved by the CSM director. The goal is for the student to reflect on the linked courses and demonstrate their understanding of the Classical ideas, content and skills from these courses. The linked courses should allow students to develop the knowledge and skills necessary to achieve the Capstone.

Environmental Studies

Through the successful completion of the Environmental Studies Interdisciplinary Minor, students will learn diverse approaches to understand, relate to, and responsibly manage nature. The coursework supports a scientific understanding of the natural world; a philosophical, theological, artistic and literary basis for relating to the environment; and hands-on experience in conservation, preservation and/or restoration.

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

Requirements for an Interdisciplinary Minor in Environmental Studies:

- A minimum of 15 semester credits, including:
- BIOL 109; PHIL 311 or THEO 311; ENGL 319; ENVS 400.
 - Take 6 credits of environmentally-themed electives from the following: AD 120, BIOL 108, 321, PSCI 130, 316, THEO 334. Other courses relevant to the minor may be periodically offered. The selection of environmental electives must be done in consultation with the program director.

Global Business Minor

Requirements for a Minor in Global Business:

- ECON 100, INTL 372, MGMT 353, MKTG 349.
- Take 1 of the following: PSCI 309, 316, or 319.
- Take 1 of the following: COMM 340, HIST 211, 217, or IS 310.

Hispanic Studies Minor

The Hispanic Studies minor is interdisciplinary in nature, offering students a pathway to increased cultural competency via wide-ranging courses taught in both English and Spanish on literature, film, comics, linguistics, theology and cultural studies. This dynamic curriculum assists students in developing linguistic and cultural competency skills in order to enrich their own lives and the lives of others.

Requirements for a Minor in Hispanic Studies:

- 15 total credits from the following:
- SPAN 202; LXS-201
 - Take 6 credits from the following courses: SPAN 311, 313, 314, 316, 317, 332, 335, 340, 350 or 360.
 - Take 3 credits from the following courses: IS 210 (when revolving around Hispanic or Latino culture), THEO 321 or JDG 210.

Justice, Diversity and Gender Studies

Available to students in any major, the Justice, Diversity and Gender Studies minor is an interdisciplinary program that pairs the study of diverse perspectives and human difference with action for social change. In the Ambrose tradition of concern for social justice and respect for difference, a variety of

opportunities are available for students to enrich their education by learning from a diverse set of voices, gaining an understanding of social movements, and engaging together in action to promote justice and enrich the lives of others.

Requirements for an Interdisciplinary Minor in Justice, Diversity and Gender Studies:

A minimum of 16 semester credits, including:

- JDG 201, 325, 400.
- Six credits from AH 347, 351; COMM 340; ENGL 222, 223, 224, 304; HIST 211, 318; JDG 210, 310, 320, 330, 333, 335, 340, 345, 350; JPS 101; KIN 273; LXS 201; MGMT 315; MUS 315; PHIL 340; PSCI 130; PSYC 305, 312, 327, 328; SOC 323, 325, 340; THEO 225, 305, 306, 310, 321, 324, 326.

Leadership

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

Entry procedure for an Interdisciplinary Minor in Leadership:

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

Requirements for an Interdisciplinary Minor in Leadership:

18 total credits from the following:

- PSCI 104.
- PSCI 310 or 365.
- Select 3-9 credits from the following electives: JDG 201; PHIL 207, 210, 305; THEO 110; SOC 325, 340, 375; PSCI 370; PSYC 323.
- Select 3-9 credits from the following electives: COMM 203, 327, 328, 306; ENGL 315; KIN 190; MGMT 210, 325, 332, 336, or 338.

Pre-Law Studies

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

logical and critical thinking, persuasive argument, and cogent speaking and writing.

Entry procedure for an Interdisciplinary Minor in Pre-Law

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

Requirements for Interdisciplinary Minor in Pre-Law

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

18 semester credits from the following:

- **Foundation Course (3 credits):** PSCI 110.
- **One of the following (3 credits):** CRJU 460; PSCI 320; PHIL 210; or THEO 310.
- **Two of the following (6 credits):** COMM 432; CRJU 221, 311, 487, 499; ENGL 303; HIST 307, 350; PSCI 304, 360; PSYC 321, 325, 327, 328; or SOC 340, 365.
- **One of the following (3 credits):** COMM 228, 329; ENGL 216, 315; LAT 101; PHIL102; or PSCI 305.
- **Capstone experience (3 credits):** WI-PSCI 400, or capstone in major with permission.

International Business

The major in international business is an interdisciplinary blend of courses which provides students with an understanding and ability to navigate the world of global business. The program develops both hard and soft skills to prepare students to navigate a variety of cultures, manage diversity, and develop a strategic mindset for business. The courses in this major draw on management, marketing, economics, international studies, and politics.

Requirements for a Bachelor of Business Administration Degree in International Business:

Business Core: ACCT 201, 202; BUS 201; ECON 100, 201; FNCE 300; MGMT 210, 449; MKTG 209; PHIL 305; and STBE 137, 237.

Additional major requirements: ECON 301, INTL 370, 372, MGMT 353, MKTG 349; one of the following (Political and Regulatory Environment): PSCI 309, 316 or 319; one of the following (Culture and World Regions): COMM 340, HIST 211, 217, IS 310 or SPAN 202.

International Studies

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

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

Entry procedure for an International Studies Major:

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

Requirements for a Bachelor of Arts Degree with a Major in International Studies: 30 credit hours, plus Study Abroad Requirement.

Core Requirements: PSCI 130 and WI-IS 400.

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

International Arts and International Culture: take 6 credits; at least one has to be from the 300 level: AH 353, ENGL 243, 345; IS 101, 210, 310; JDG 320; MUS 115, 315; SOC 210, 340; SPAN 314, 316, 335, 360; THEO 250, 276, 321.

International Communication and Commerce: take 6 credits; at least one has to be from the 300 level; from the following courses: COMM 340; INTL 372; MKTG 349.

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

- **Europe:** ENGL 202; HIST 210, 214, 217, 347; PSCI 319; SPAN 314, 316.
- **Latin America:** HIST 213, 214; JDG 210; PSCI 319; SPAN 314, 316.
- **East Asia:** HIST 211, 214, 317; PSCI 319 or approved course(s).
- **Africa:** HIST 214; IS 210, 310; PSCI 319 or approved course(s).
- **The Middle East:** HIST 214; IS 210, 310; PSCI 319 or approved course(s).

Study Abroad Requirement: An approved study abroad experience of one semester or an approved shorter-term study abroad experience of one to six weeks is required. If a student is unable to fulfill the study abroad requirement, approved by the IS director, the student may choose from one of the following: PSCI 306, PSCI 353 Internship, or the Peace Corps Certificate program.

Requirements for a Minor in International Studies: 15 credits including:

- Take PSCI 130.
- Take 3 credits from International Affairs/Global Civil Society: PSCI 230, 306, 309, 313, 316, 353; or JDG 201.
- Take 3 credits from International Arts and International Culture: AH 353, ENGL 243, 345; IS 101, 210, 310; MUS 115, 315; SOC 210, 340; SPAN 314, 316, 335, 360; THEO 250, 276, 321; JDG 320.
- Take 3 credits from International Communication and Commerce: COMM 340; INTL 372; MKTG 349.

- Take 3 credits from any discipline or any area of emphasis in the IS curriculum.

Justice, Diversity and Gender Studies

Justice, Diversity, and Gender Studies (JDG) is an interdisciplinary program that both challenges systems of injustice and celebrates contributions from a diversity of perspectives. The JDG program teaches students to analyze intersecting oppressions to develop skills of advocacy and social action to become change makers, equipped to thrive in diverse, cross-cultural settings with openness and respect. Students develop skills of communication, collaboration, and critical thinking. JDG graduates are creative problem solvers and leaders who can mobilize people for common action in organizations, agencies, and communities.

The Concentration in Gender, Sex, and Justice offers students a breadth of knowledge around the socio-cultural formation of gender and expectations of sexuality, how these ideas developed in particular contexts, and how they became institutionalized. Students will consider how conformity to these expectations are enforced and how this impedes human flourishing. Students will study movements of liberation around sex, gender, and sexuality, and investigate ways to advance justice for those marginalized based on these identities.

The Concentration in Diversity and Justice offers students a breadth of knowledge around the impact of public policies and social perception of human difference as it relates to access, privilege, and status. Students will study the contributions of communities historically marginalized based on race, ethnicity, disability, and sex, and the ways communities have organized and advocated for social change to promote the full flourishing of all people.

Requirements for a Major in Justice, Diversity and Gender Studies: (31 credits) including:

- Complete JDG 201, 325, WI-400.
- Students are required to choose one concentration area:
- **Concentration in Diversity and Justice:**
Complete at least 12 of 21 credits from AH 347; COMM 340; ENGL 223, 224; HIST 211; JDG 210, 330; JPS 101; LXS 201; MUS 315; PSCI 130; PSYC 327, 328; SOC 340; THEO 225, 310, 316, 321, 326. Complete 0-9 credits from AH 351; ENGL 222, 304; HIS 318; JDG 310, 333, 335, 340, 345 350; KIN 273; MGMT 315; PHIL 340; PSYC 305, 312; SOC 323, 325; THEO 305, 306, 324.
- **Concentration in Gender, Sex and Justice:**
Complete at least 12 of 21 credits from AH 351; ENGL 222; HIST 318; JDG 210, 333, 335, 340, 345; KIN 273; PHIL 340; PSYC 305, 312; SOC 323, 325; THEO 305, 306, 324.
Complete 0-9 credits from AH 347; COMM 340; ENGL 223, 224, 304; HIST 211; JDG 310, 330, 350; JPS 101; LXS 201; MGMT 315; MUS 315; PSCI 130; PSYC 327, 328; SOC 340; THEO 225, 310, 316, 321, 326.

Justice, Diversity and Gender Studies Minor: See Interdisciplinary Minors section.

Kinesiology

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

Requirements for a Bachelor of Science Degree with a Major in Exercise Science: BIOL 199, 200, 230, 232; CHEM 105, 106; STAT 213; KIN 101, 216, WI-240, 282, 361, WI-390.

- Take one of the following: KIN 440 or KIN 600.
- Take one of the following: PHYS 203, PHYS 251, or CHEM 207.
- Take one of the following: PHYS 204, or PHYS 253, or CHEM 208 or CHEM 319 and CHEM 320.
- Take one of the following: PSYC 255, 324, 350, 360, 402, or 403/DPT 540.
- Take one of the following: KIN 350 or KIN 392.
- Take 6 credits from the following Advanced Topics: KIN 409/509, 410/510/DPT 530, 412/512, 441/DPT 650, 460/560, 608.

Grade of C or better required for BIOL 230, BIOL 232.

Students who enter the SAU 3 + 2-1/2 DPT program after their junior year may make the following substitutions in the first year of the DPT program (4th year undergraduate): DPT 530 Kinesiology/Biomechanics may replace KIN 410 Biometrics; DPT 540 Neuroanatomy and Neurophysiology may replace the Neuropsychology Requirement; DPT 650 may replace KIN 441 (3 credits).

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

Requirements for a Bachelor of Science Degree with a Major in Human Performance and Fitness: KIN 101, 216, WI-240, 258, 282, 350, 361, 363, 406, 418; STAT 213.

- Take one: BIOL 101, 112, or 199.
- Take one: BIOL 205 or BIOL 230 and 232.
- Take one: MGMT 210; MKTG 209; or KIN 307.
- Take one: KIN 275 or KIN 217.
- Take one: KIN WI-366 or KIN WI-390.
- Take one: KIN 392 or OTD 550/551.
- Take 3 credits from the following Advanced Topics: KIN 409/509, 410/510/OTD 540, 412/512, 460/560.

Grade of C or better in BIOL 230 and 232, or BIOL 205; and GPA average 2.0 in KIN classes.

**Note: KIN 418 can be taken again for credit.*

For students in 3+3 HPF to OTD: In Year 1 of OTD: OTD 550/551 serves to replace KIN 392. OTD 540 serves to replace KIN 410.

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

Requirements for a Bachelor of Arts Degree with a Major in Sport Management: ACCT 201; COMM 240; KIN 190, 206, 292, WI-306, 307, 335, 363, 401, 408, 419.

- Take one of the following: PHIL 305, PHIL 310, THEO 311, THEO 319, or THEO 326
- Take one: KIN 101 or KIN 224.
- Take one: KIN 355 or FNCE 300.
- Take one of the four following tracks:
 - Business: SLS 235/MKTG 399, MKTG 209, MGMT 210
 - Performance: Take 3 of the following courses: KIN 217, KIN 258, KIN 275, KIN 295
 - Communications: AD 140, COMM WI-230, COMM 234
 - Combined: Take 3 courses from above tracks. Take KIN 273/JDG 310 Women in Sports

**Note: KIN 401 can be taken for credit up to four times if the topic is different each time.*

**Note: KIN 419 can be taken again for credit.*

Requirements for a Sport Management Minor: KIN 190, 307, 335. Take 6 credits from the following: KIN 273, 292, 295, WI-306, 355, 363, 401, 408.

**Note: KIN 401 can be taken for credit up to four times if the topic is different each time.*

Management

The Bachelor of Business Administration in Management is a business program that prepares future professionals for responsible management. The objective of the undergraduate management program is to provide students with a firm foundation in both managerial and analytical skills they will need for a professional career while offering opportunities for experiential learning such as internships, study abroad, and projects making a positive impact on society. The program prepares individuals in creative problem solving, inquiry and analysis, and leadership and teamwork.

Students can choose a minor in Entrepreneurship to learn about identifying new opportunities for value creation whether for starting a new venture, managing a family business, or launching a new product. This concentration is for the student

who wants to develop their creative problem-solving skills, develop an entrepreneurial mindset, and be a changemaker in the world.

Students may also choose a Supply Chain Management minor to learn how the flow of goods and services are controlled through the production cycle. This concentration is for those looking to focus more on analysis and working closely with customers.

In addition, the department offers a minor in Management, as well as Accounting Management, Cybersecurity Management, Human Resource Management certificates.

Requirements for a Bachelor of Business Administration Degree in Management:

Business Core: ACCT 201, 202; BUS 201; ECON 100, 201; FNCE 300; MGMT 210, 449; MKTG 209; PHIL 305; and STBE 137, 237.

Additional major requirements: MGMT 233, 320, 332; Take one of the following experiential learning options: EXPL 201, EXPL 202, IS 103, HON 401 or MGMT 416; and four additional MGMT electives.

Requirements for an Entrepreneurship Minor: Take three of the following courses: MGMT 216, 316, 318, or 416; and take two electives from MGMT or HRM.

Requirements for a Management Minor: MGMT 210, 320, 332; Take any two MGMT electives.

Requirements for a Supply Chain Management Minor: MGMT 233; Take four of the following courses MGMT 333, 336, 337, 343, 353, HRM 410.

Requirements for Human Resource Management Certificate: HRM 340, 410, 440; MGMT 210, 320, 332.

Management (AAS Track):

The Bachelor of Business Administration in Management (BBA Management) for students with an Associate of Applied Science (AAS) degree is designed to build on a two-year AAS degree. SAU will accept 60 credits for the AAS degree toward the BBA Management degree. Students with an AAS degree will have already completed a specialized technical, vocational, or professional study program and complete their baccalaureate education by completing the University's General Education program and the Common Business Core with the College of Business.

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

Individual Student Curriculum Plan:

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

Requirements for BBA in Management for students with an AAS degree:

1. Complete a minimum of 30 credits at the 300/400 level, and two writing intensive (WI) courses, one of which must be at the 300/400 level; and one Diversity, Equity Inclusion (DEI) course following the required DEI program.

2. Complete the required courses and electives at SAU. The total credits required may vary depending on the courses taken as part of the AAS degree.

3. General Education Requirements: Complete the Bachelor of Arts Degree requirements with two exceptions:

- A specific major is not required
- Student will be asked to complete one foreign language or multicultural course.

*All other General Education requirements remain the same.

Marketing

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

Requirements for a Bachelor of Business Administration Degree in Marketing:

Business Core: ACCT 201, 202; BUS 201; ECON 100, 201; FNCE 300; MGMT 210, 449; MKTG 209; PHIL 305; and STBE 137, 237.

Additional major requirements: MKTG 319, 349, 369, 399, 499; take one of the following: MKTG 329, 339 (SLS 235), 359, 379, or 389.

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

Mathematics and Statistics

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

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

Requirements for a Bachelor of Science with a Major in Data Science and Analytics: 45 credits including CSCI 195, 295, 310 and 360; MATH 191, 192, 220, 281, 290; MATH/STAT 300, 301, 305, 306, 390, and 391.

Requirements for a Concentration in Secondary

Mathematics Education: Students will substitute EDMATH 340 for MATH 400. See the *Iowa Endorsement Secondary Education* section of the Catalog for information on Teacher Education courses.

Requirements for a Minor in Mathematics: 17 credits including MATH 191, 192, 220, 290 and MATH 370, 380 or 400.

Requirements for a Minor in Statistics: 17 credits including MATH 191, 192, 290, 300 and take one of the following: MATH 305, 306 or 390.

Music

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

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

Requirements for a Bachelor of Arts Degree with a Major in Music: MUS 099 (every semester enrolled), min grade C; MUS 110, 201, 202, 301, 302, 319, 325, 326; seven semester credits of applied music in the same instrument or voice; MUS 221 and MUS 222 or Piano Proficiency exam; MUS 403 - two credits of Senior Capstone; participation in a major ensemble (band, choir, or orchestra) each semester of enrollment.

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

Requirements for a Bachelor of Music Education Degree: General and Vocal, K-12 and Instrumental: MUS 099 (every semester enrolled), minimum grade C; 110, 201, 202, 301, 302, 319, 325, 326; minimum six semesters of applied music in the same instrument or voice; MUS 221 and MUS 222 or Piano Proficiency exam; MUS 403 - two credits of Senior Capstone; participation in a major ensemble (band, choir or orchestra) each semester of enrollment (except the student teaching semester). For education courses required for a teaching license see the Education Department section.

- In addition for General and Vocal K-12 track: MUS 236, 237, 320, 322; EDMUS 244.
- In addition for Instrumental track: MUS 234, 235, 238, 318, 321, 323; EDMUS 244.

Requirements for a Bachelor of Music Education (5-12) are: Acceptance into the Educator Preparation Program (and student

teaching) include a cumulative GPA of 3.0; major GPA 3.0; Education coursework GPA 3.0; Education 205 or 207 (B or better), US History or American Government, SPED 310, EDUC 284, 300, 301; 140 hours of pre-student teaching field experiences at two different school sites plus EDUC 309, 336, 432 (see above GPA requirements).

Requirements for a Minor in Music: MUS 099 (four semesters); MUS 110, 201, and 221; four semesters of lessons in the same instrument or voice; four semesters of participation in a major ensemble (band, choir, or orchestra); two additional credit hours from any other courses offered by the Music Department.

Requirements for a Minor in Jazz Studies: 19 credits including MUS 099 (four semesters); MUS 110, 120, 201, and 221; four semesters of lessons in an instrument or voice, two of which must be Jazz Improvisation; four semesters of participation in jazz ensemble.

Nursing—BSN

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

The Bachelor of Science in Nursing (BSN) is earned through multiple pathways. Upon degree completion, the pre-licensure graduate is eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Pre-licensure students are those students who do not possess a license as a Registered Nurse. BSN students are admitted to begin the major twice a year (January and August). Full and part time options are available through the Nano Nagle Online School of Nursing Program for students with a current, unencumbered LPN or RN license.

Accreditation

The BSN program at St. Ambrose University is approved by the Iowa Board of Nursing, www.nursing.iowa.gov.

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

Admission Criteria

All students must complete an application and be admitted to the University before applying to the nursing degree program.

To be eligible for **admission** into the pre-licensure, traditional Nursing Program, students must:

1. File a completed application for admission to the Department of Nursing by the semester deadlines posted on the Nursing website. (<https://sau.edu/nursing>)
2. **Prerequisite Courses and Eligibility:** Complete all prerequisite courses with a C grade or higher prior to admission to the Nursing Program. Conditional admission may be granted for students who are currently completing pre-requisite coursework. If applicable, no more than one science course can be completed the summer before fall entry.
 - BIOL 101 – Principles of Biology **or** BIOL 199 – General Biology I
 - BIOL 211 – Microbiology
 - BIOL 230 – Human Anatomy and Physiology I
 - BIOL 232 – Human Anatomy and Physiology II
 - CHEM 103 – Principles of Chemistry
 - PSYC 105 – Introductory Psychology
 - PSYC 212– Life-Span Developmental Psychology
 - SOC 101 – Introduction to Sociology
 - STAT 213 – Applied Statistical Reasoning for the Sciences
3. Pre-licensure students have no more than 7 outstanding required general education credits.
4. Achieve a cumulative grade point average (GPA) of 3.0 or above.
5. After acceptance into the Nursing major, but prior to starting courses, students must create an account with ViewPoint to complete a criminal background check and submit evidence of program admission requirements. Please refer to the Admission and Progression Policy Addendum for a complete list of ViewPoint requirements. Students will not be allowed to attend classes if they fail to complete requirements by the given deadline.
6. When a student’s primary language is not English, the student must meet the required TOEFL® Proficiency set by the Iowa Board of Nursing:
TOEFL iBT minimum of 84 with a speaking score of 26
TOEFL PBT minimum score of 560
IELTS minimum of 6.5 with a speaking score of 7.0

Nano Nagle Online BSN Program

Students who have a current, unencumbered license as a Practical (LPN) or Registered Nurse (RN) have an optional program of study to consider. Courses are offered online with condensed clinical rotations.

To be eligible for **admission** into the Nano Nagle Online BSN Nursing Program, students must:

1. Complete the application to the University and be accepted to the University.
2. Complete the TEAS IV or NLN PAX exam. The Nano Nagle Online School of Nursing will accept either the most current TEAS entrance exam or the NLN PAX exam. The student must achieve a score of Proficient following a maximum of two attempts within 365 days of progression into the nursing program. The student must achieve a composite score of 102 on the NLN PAX exam with a maximum of two attempts within 365 days of progression into the nursing program. Students who have graduated with either a bachelor’s degree or a master’s degree in another field can submit a request to the Nursing

Program Director to waive the entrance exam. The Program Director will determine if the entrance exam is waived. RN to BSN students are exempt from taking the entrance exam.

3. File a completed application for admission to the Department of Nursing by semester deadlines posted on the Nursing website. (<https://sau.edu/nursing>).
4. Possess an unencumbered LPN or RN license in a state where the SAU nursing program is approved to offer nursing coursework at time of admission. An unencumbered license must be maintained throughout the nursing program.
5. Maintain permanent residence in one of the states where SAU is approved to offer nursing coursework.
6. Graduate from a state-approved associate degree or diploma nursing program.
7. Prerequisite Courses and Eligibility: Complete all prerequisite courses with a C grade or higher prior to admission to the Nursing Program.
 - BIOL 101 – Principles of Biology or BIOL 199 - General Biology I
 - BIOL 211 – Microbiology
 - BIOL 230 – Human Anatomy and Physiology
 - BIOL 232 – Advanced Human Anatomy and Physiology
 - CHEM 103 – Principles of Chemistry,
 - PSYC 105 – Introductory Psychology
 - PSYC 212– Life-Span Developmental Psychology
 - SOC 101 – Introduction to Sociology
 - STAT 213 – Introduction to Statistics
8. Have no more than seven outstanding required general education credits.
9. Achieve a cumulative grade point average (GPA) of 3.0 or above.
10. Have the opportunity to complete a selected NLN Mobility Exam if the student is an LPN. The selected NLNs must be completed prior to applying to the nursing major or the student must complete the NLN waiver upon acceptance to the nursing major, forfeiting the right to take the NLNs and agreeing to complete required coursework and clinical. Please see the department for additional information.
11. After acceptance into the Nursing major, but prior to starting courses, students must create an account ViewPoint to complete a criminal background check and submit evidence of program admission requirements. Please refer to the Admission and Progression Policy Addendum for a complete list of ViewPoint requirements. Students will not be allowed to attend classes if they fail to complete requirements by the given deadline.

Degree Requirements for a Bachelor of Science Degree in Nursing:

Nursing students are required to complete the general education courses as identified in this catalog (120+ credits).

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

Nursing Courses Required for Nursing Students in traditional BSN Program: NURS 302, 312, 316, 326, 336,

346, 356, 366, 372, 376, 386, 416, 422, 426, 432, 436, 446, 466, 472, 476, 482, 486.

Nursing Course Required for Nursing Students in Nano Nagle Online BSN Program: NURS 303, 313, 317, 327, 337, 347, 357, 367, 373, 377, 387, 417, 423, 427, 433, 437, 447, 467, 473, 477, 483, 487.

LPN students are eligible for advanced placement for courses outlined below:

Course Number	Course Name	Advanced Placement Credit
KIN 149	Wellness Concepts	1
KIN Activity		1
NURS 313	Applied Learning Experience I	0.5
NURS 337	Pathophysiology	1
NURS 347	Role of the Professional Nurse: Foundation (WI)	1.5
NURS 367	Integrated Care I	2
NURS 377	Mental Wellness	1
NURS 373	Applied Learning Experiences II	1
NURS 427	Reproductive Health and Nursing Care of the Family	1
NURS 433	Applied Learning Experiences III	0.5

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

Course Number	Course Name	Advanced Placement Credit
KIN 149	Wellness Concepts	1
KIN Activity		1
NURS 303	Health Assessment	3
NURS 313	Applied Learning Experience I	1
NURS 327	Nursing Pharmacotherapeutics	3
NURS 337	Pathophysiology	2

NURS 347	Role of the Professional Nurse: Foundation (WI)	3
NURS 367	Integrated Care I	4
NURS 377	Mental Wellness	3
NURS 373	Applied Learning Experiences II	2
NURS 383	Clinical Application II	2
NURS 417	Integrated Care II	4
NURS 423	Clinical Application III	2
NURS 427	Reproductive Health and Nursing Care of the Family	3
NURS 433	Applied Learning Experiences III	1
NURS 473	Nursing Practicum: Transition to Practice	2
NURS 487	Scholarship for Nursing Practice	1

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

Nursing Courses Required for Nursing Students in Nano Nagle Online BSN Program: NB 215, 231, 313, 331, 334, 345, 353, 364, 383, 462, 467, 471, 472, 473; NL 215, 231, 313, 331, 345, 462, 467, 471.

LPN students are eligible for advanced placement for courses outlined below:

Course Number	Core BSN Curriculum	Advanced Placement Credit
NB 215	Intro to Professional Nursing	.5
NL 364	Adult Health Nursing Clinical I	3
NL 331	Maternal-Child Nursing Clinical	2
NL 345	Mental Health Nursing Clinical	.5
NL 467	Adult Health Nursing Clinical	1

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

Course Number	Core BSN Curriculum	Advanced Placement Credit
NB 215	Intro to Professional Nursing	2.5
NL 215	Intro to Professional Nursing Lab	.5

NB 313	Health Assessment	2
NL 313	Health Assessment Lab	1
NB 353	Pharmacology/ Pathophysiology II	3
NB 364	Adult Health Nursing I	4
NL 364	Adult Health Nursing Clinical	3
NB 383	Therapeutic Nutrition	3
NB 331	Maternal-Child Nursing	4
NL 331	Maternal-Child Nursing Clinical	3
NB 345	Mental Health Nursing	2.5
NL 345	Mental Health Nursing Clinical	1.5
NB 467	Adult Health Nursing II	2.5
NL 467	Adult Health Nursing II Clinical	2.5
NL 471	Leadership Roles in Nursing Clinical	2

Nursing Courses with a Clinical Component

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

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

Program Assessment

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

Passing Grades and Repeating Courses

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

1. Achieve a grade of C or above in ALL nursing courses and required prerequisite and corequisite courses. A student who receives one unsatisfactory grade (C- or lower, or course withdrawal) may repeat the course one time, and will consult with the Nursing Success Coach to develop and fulfill a plan that ensures success in the repeated course.
A student who has two unsatisfactory attempts (C- or lower and/or Withdraws) in nursing courses at any time during the program, in either the same course or in separate courses, will be dismissed from the nursing program.
2. Achieve a minimum of 74% average on all course exams. If the average of the exam scores for a course falls below 74%, the student will receive the exam average as the course grade.
3. All prerequisite courses must be completed before progression to the next semester of nursing courses. (For example, all semester 1 nursing courses must be completed prior to the progression to semester 2 nursing courses.)

Fees

There are additional fees associated with the nursing program.

Philosophy

Requirements for a Bachelor of Arts Degree with a Major in Philosophy: 30 semester credits in PHIL, including: 200, 217, 360, 495; two of the following courses: PHIL 400, 405, 420 or 425; and 12 additional PHIL credits: 6 credits must be at the 300 or 400 level, and 6 credits from any level.

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

Requirements for a Minor in Applied Ethics: 15 semester credits including, PHIL 207; and 12 additional semester credits from the following: PHIL 210, 305, 310, 311, 340, 343 or 348.

*Courses at the 300 level require completion of at least one philosophy course at the 100 or 200 level. Courses at the 400 level require the completion of at least two philosophy courses, one at the 200 level or above.

Political Science and Leadership Studies

For more information about Political Science and the Pre-Law program go to <https://sau.edu/academic-programs/bachelors/social-sciences/ba-political-science/>.

For information about the International Studies Major, housed in Political Science, see this catalog, or <https://sau.edu/academic-programs/bachelors/social-sciences/ba-international-studies/>.

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

Overview of Departmental Programs

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

Requirements for a Bachelor of Arts Degree with a Major in Political Science: 36 semester credits of Political Science including PSCI 101, 110, 120, 130, 400 (C or better); and STAT 213 (C or better); At least two courses from the following subject areas:

Law & Political Philosophy: PSCI 304, 320, 330

Policy and Practice: PSCI 104, 301, 305, 306, 313, 353, 360, 365, 370

International Relations: PSCI 230, 309, 313, 316, 319

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

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

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

- Pass PSCI 110 and one of the following with a grade of A- or better in each course: PSCI 304, 316, 320, or 360;
- Complete all SAU general education requirements;
- Complete all major or minor requirements with the exception of courses that the Department of their major or minor waives or substitutes;
- Complete all SAU graduation requirements (non-major electives or the requirement of their last 30 credits at SAU are exempt); and
- Meet all admissions criteria as determined by the University of Iowa College of Law.

For more information contact the Pre-law Director in the Department of Political Science and Leadership Studies.

Psychology

Bachelor of Arts in Psychology

The Bachelor of Arts Degree in Psychology is intended for students who are interested in the scientific study of behavior, thought processes, and emotions. Students learn to recognize the importance of human diversity, multiculturalism, and how human behavior is constructed by multiple complex and interacting influences. The Bachelor of Arts in Psychology, grounded in the scientific method, can prepare students for graduate study in psychology, as well as careers in the health sciences, human or social services, government, education, criminal justice, or business and careers that do not require advanced training.

Requirements for a Bachelor of Arts Degree with a Major in Psychology: A minimum of 34 credit hours of psychology including STAT 213 (C or better), PSYC 105, 215, 255 (C or better).

At least one course from each of the following categories:

1. PSYC 212, 306, WI-312, 323, 384.
2. PSYC 324, 326, 332, 343.
3. PSYC WI-314, 330, 340, 360, 402, 403.
4. PSYC 305, 321, 327, 328, WI-350.

Take an additional six credit hours of psychology at the 300 level or above.

Capstone: Take 4 hours from the following: HON-401, PSYC 404 and WI-405, 420, 425.

Bachelor of Arts in Forensic Psychology

The Bachelor of Arts in Forensic Psychology is designed for students who are interested in the relationship between the science of psychology and the criminal justice system. Different from a Criminal Justice major, the Forensic Psychology major

focuses on applying the scientific knowledge of psychology in clinical, developmental, social, and cognitive areas to legal situations and human services work with offenders and victims. The program offers training in psychological theory, research methods, and the application of psychological principles to specific areas in the legal system. The major provides an interdisciplinary background appropriate for students who intend to pursue careers in psychology, social work, law enforcement, or other criminal justice professions.

Requirements for a Bachelor of Arts Degree with a Major in Forensic Psychology: 52 credits including STAT 213 (C or better), PSYC 105, 215 (C or better), CRJU-101 (C or better), PSYC 306 or SOC 220, 321, 325, 328, 342; CRJU 221, 460; SOC 342.

Capstone: Take 4 credits of PSYC 421.

Students are to choose one concentration area:

- **Concentration in Children Services (12 credits):** CRJU 316; PSYC 326, 327, and 384.
- **Concentration in Adult Services (12 credits):** CRJU 231, 313, 314; PSYC 324.

Internship Program: Students will be able to receive practical experience in Forensic Psychology by enrolling in internship placements in such settings as outpatient/inpatient treatment facilities, jails/prisons, state/federal courts, probation/parole facilities, community programs for treating the offender population, policing organizations, and agencies related to the family court or treatment of youthful offenders (including schools).

Minor in Psychology

The psychology minor is structured such that students will develop an introductory level understanding of the knowledge, skills, and values that characterize the science and application of psychology.

Requirements: 15 semester credits of psychology, including PSYC 105, 215 (C or better); STAT 213 (C or better); and two or more 300-level courses.

Sales

Bachelor of Business Administration Degree in Business Sales

To prepare students to confidently and successfully enter the business world and contribute to organizational success through and understanding of global, organizational and community markets, knowledge of evidence-based sales practices, good communication skills, compassion, and ethical integrity in decision making.

Requirements for a Bachelor of Business Administration Degree in Business Sales:

Business Core: ACCT 201, 202; BUS 201; ECON 100, 201; FNCE 300; MGMT 210, 449; MKTG 209; PHIL 305; and STBE 137, 237.

Additional major requirements: Take SLS 235, 347, 357, 367, 425; take two courses from the following: SLS 377, 387, 405, or 415.

Requirements for a Business Sales Minor: 15 credits including MKTG 209; SLS 235 or MKTG 339; SLS 347; and 6 additional credits from the SLS curriculum.

Social Work

The Bachelor of Social Work (BSW) is a 32 credit hour curriculum which includes a culminating internship. The curriculum is delivered in the traditional classroom format and allows students to connect with undergraduate degree offerings in Sociology, Women and Gender Studies and/or Psychology. Additional courses will educate students on social welfare policy, ethics, research, and practice skills across a variety of settings and theory bases to fulfill a myriad of positions in social work generalist practice. The internship is completed during the student's senior year and involves placement in a community agency for 400 hours over the two semester academic year by the field education department within the School of Social Work at SAU. The BSW curriculum at St. Ambrose University provides professional training to undergraduates who want to work for social justice in a professional position.

The mission of the BSW program is to "prepare holistic social workers grounded in liberal arts and social justice traditions to enrich lives, facilitate empowerment, and advocate a just society as generalist professionals. Through that generalist lens, the BSW program cultivates the desire to change society at multiple levels by equipping students with knowledge, skills, and values indicative of ethical social work practice" and strongly supports the School of Social Work Mission to "to prepare competent and ethical social work professionals who advocate a just society". The social work profession facilitates client empowerment through connection and advocacy with the most vulnerable people in our society; the BSW program builds on the foundation provided by a liberal arts education and reinforced by social justice within our catholic intellectual tradition.

Accreditation:

The BSW program at St. Ambrose University is accredited through the Council on Social Work Education effective until October 2029.

Admission Criteria:

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

To be eligible for admission to the Bachelor of Social Work program, students must complete the following prerequisites:

1. Complete at least 45 credits (current SAU students will be in second semester of sophomore year when completing application; transfer students will vary) with a minimum 2.5 overall GPA including any SAU and transfer credits;
2. Complete application form found <https://sau.edu/bsw/>

3. Complete the following prerequisite courses with a C or higher (no C- *exceptions will be considered), or for transfer students, the SAU equivalent.
 - a) SWK 201 Introduction to Social Work (3 credits)
 - b) Human Biology (4 credits): BIOL 101 & BIOL 101L *or* BIOL 112 & BIOL 112L; *or* BIO 199 & BIOL 199L; *or* BIOL 205 +BIOL 205L; *or* BIOL 230 + BIOL 230L
 - c) **Choose one based on your interests:** PSYC 105 Introduction to Psychology (3 credits), *or* SOC 101 Introduction to Sociology (3 credits), *or* JDG 201 Introduction to Women and Gender Studies (3 credits)
 - d) PSCI 101 American Government (3 credits)
 - e) STAT 213 Applied Stats/Sciences (3 credits) or SOC 430 Data Analysis Social Research & Lab (4 credits)
4. Complete personal statement (address following prompts in 4 pages or less, double spaced)
 - a. Describe why you are choosing social work as your chosen career path. Reflect on your own experiences and discuss your reasons for choosing social work.
 - b. Describe what social justice means to you. Reflect on your own experiences and discuss the ways you think about social justice.
 - c. Discuss any pre-requisites that you have not met as of the completion of this application (e.g. a required course not yet taken or a C- or lower in any required course). Identify the requirement not fulfilled, discuss why it was unfulfilled and how you will overcome that discrepancy in the social work program.
 - d. Discuss any additional information not previously covered that you feel would strengthen your application into the BSW program. (For example, describe a volunteer or service learning experience that you have had and how it impacted you OR describe one strength and one challenge you bring to the social work profession and how it will play a part in your social work career.)
5. Provide the name and email address of a person who can serve as a professional reference. Examples include a supervisor, college instructor, staff member or high school or college coach. A survey will be sent to the person you choose as your reference.
6. Transcripts sent from all institutions attended (if applicable)

Track One Early Decision Student Applicants

To be eligible for consideration in Track One early decision in the BSW Program, students must meet the following requirements:

1. Completed Application form found at <https://sau.edu/bsw>
2. Accepted SAU student status (Submission of all relevant transcripts)
3. Earned High School GPA of 3.0 unweighted
4. Personal statement (2 pages or less double space) addressing the following prompts:
 - a. Please describe your career goals
 - b. Please discuss why you are interested in social work

Degree Requirements for a Bachelor of Social Work:

BSW students are required to complete the general education courses as identified in this catalog along with the 32 credits required in the BSW degree.

Required Support Courses: Earned C or higher in the following courses: BIOL 101, 112, 199, 205 or 230; SWK 201; PSYC 105 or SOC 101 or JDG 201; PSCI 101; STAT 213 or SOC 430.

Social Work Courses required for students in BSW

Program: SWK 310, 320, 325, 330, 333, 336, 340, 360, 400, 401, 402, and 403.

Requirements:

Prerequisite Courses: Complete all prerequisite courses with a C grade or higher for admission to the Bachelor of Social Work Program.

- SWK 201: Introduction to Social Work
- Human Biology
BIOL 101 + BIOL 101L, or BIOL 112 + BIOL 112L, or BIOL 199 + BIOL 199L, or BIOL 205 + BIOL 205L, or BIOL 230 + BIOL 230L
- PSYC 105: Introduction to Psychology
or
SOC 101: Introduction to Sociology
or
JDG 201: Cross-Cultural Introduction to Women & Gender Studies
- PSCI 101 American Government
- STAT 213 Applied Stats/Sciences or SOC 430 Data Analysis Social Research & Lab

Program Assessment:

The Council on Social Work Education (CSWE) provides nine competencies in the Educational Policy and Standards (EPAS) which guides social work education in the US. More information may be found here

<https://cswe.org/Accreditation/Standards-and-Policies/2015-EPAS> These competencies identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice. These EPAS include:

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4: Engage in Practice-informed Research and Research-informed Practice
- Competency 5: Engage in Policy Practice

- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Individuals, Families, Groups, Organizations, and Communities

Across the curriculum, students will be assessed using the EPAS competencies above in embedded assignments in each class as well as in their culminating field internship experience their final year of the BSW program.

Passing Grades and Repeating Courses:

To be eligible for progression to successive courses in the social work major, a student must pass all social work courses with a C or higher. An earned grade of C- or lower could require the student to re-take the course. The consequence of a C- or lower is that the student will have to wait a year for that course to be offered again. If this earned grade in that course continues, a course of action will be determined on a case by case basis.

Junior Year (or 1st year in BSW Program)

Fall Semester

Social Work 320 – Human Behavior in the Social Environment-I

Social Work 330 – Generalist Practice I: Interpersonal practice skills with individuals

Social Work 360 – Diversity

Spring Semester

Social Work 310 – Social Welfare & Policy

Social Work 325 – Human Behavior in the Social Environment – II

Social Work 333 – Generalist Practice II: Empowering processes with families and groups

Senior Year (or 2nd year in BSW Program)

Fall Semester

Social Work 340 – Social Work Research

Social Work 400 – Field Instruction I (~200 hours per semester in field agency placement arranged by SSW)

Social Work 402 – Field Seminar I

Spring Semester

Social Work 336 – Generalist Practice III: Transformative practice with organizations and communities

Social Work 401 – Field Instruction II (~200 hours per semester in same field agency)

Social Work 403 – Field Seminar II

Sociology and Criminal Justice

Criminal Justice

The Criminal Justice program at St. Ambrose provides students with a broad-based course of study designed to provide the knowledge and skills necessary for employment in criminal justice and related fields. The program offers courses in law enforcement, corrections, criminological theory, juvenile justice,

crime prevention and security, and research methods and statistics. In small, interactive classes, students receive a balanced mix of both theory and practical applications of crime control, treatment, and corrections. Criminal Justice faculty members bring a wealth of field and academic experience to the classroom. It is through such an environment that our students become prepared to address the formidable challenges of a complex world and scarce resources with which Criminal Justice practitioners strive to protect the public.

Requirements for a Bachelor's Degree with a Criminal

Justice Major: 43 credits in Criminal Justice including:

- **Foundational Methods/Understanding:** (16 credits): CRJU 101, 200, 460, 407, and 430.
- **Legal/Courts:** (9 credits): CRJU 221, 311, and 316.
- **Corrections:** (6 credits): CRJU 231 and 314.
- **Law Enforcement:** (6 credits): CRJU 102 and 303.
- **Justice Issues Electives (6 credits) from the following:** CRJU 313, 342, 350, 401, 402, 403, 420, 421; PSYC 321, 325, 328; or SOC 220, 342.

Requirements for a Criminal Justice Minor: 15 semester credits including CRJU 101, 221, and 460.

Sociology

The Sociology curriculum empowers students to develop their sociological imaginations in order to enrich their own lives and the lives of others. In our program, you will progressively develop your sociological imagination through the study of core sociological concepts (e.g., norms, culture, stratification, social structure) and sociological theories of social life. The major in Sociology equips students with the ability to demonstrate respect and empathy for persons from diverse cultures and backgrounds, to apply qualitative and/or quantitative methods to describe and explain social patterns, and to propose solutions to social problems reflecting principles of equality and social justice. Simply put, a degree in sociology will provide you with skills that are increasingly necessary for living and leading in an interconnected global world.

Requirements for a Bachelor of Arts Degree with a

Sociology Major: 31 semester credits of sociology, including SOC 101, 200, 407, 430, 460 and an additional 15 credits of sociology with at least 6 credits at the 300-level.

Requirements for a Sociology Minor: 15 semester credits of sociology, including SOC 101, and an additional 12 credits of sociology with at least 3 credits at the 300-level.

Spanish and Latinx Studies

Spanish majors, minors, and certificate seekers at St. Ambrose are some of the most linguistically and culturally flexible students on our campus – and they are also some of the most marketable in their chosen professions when they graduate. In Spanish programs at St. Ambrose, you will achieve increased linguistic proficiency in Spanish, enhance your existing communication strategies, develop a rich background of cultural

knowledge and appreciation, and even travel abroad to learn more directly about the larger world of which you form a part.

Students of Spanish at St. Ambrose engage in rigorous interdisciplinary study; the courses they take serve as wide-ranging explorations of literature, film, art, music, comics, media and many other forms of cultural expression that arise from the Spanish-speaking world (including the United States). They also develop and expand their understanding of linguistic concepts, including the acquisition of language, the structure and history of the Spanish language and regional variations of Spanish.

All of this is accompanied by the integrated study of social issues, diverse worldviews, and comparative frames of analysis that, undertaken together, make our students better global citizens, stronger critical thinkers, and more informed members of their communities. A rigorous but endlessly rewarding plan of study, our Spanish programs at St. Ambrose are designed to promote lifelong learning and maximize contact with the global world. As such, our majors spend at least on semester abroad and our minors and certificate seekers are encouraged to spend a summer abroad whenever possible.

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

Requirements for a Bachelor of Arts Degree with a Major in Spanish (non-Education):

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

- Core Courses, required (12 credits): SPAN 311, 313, 314, 317.
- Choose 2-3 courses (6-9 credits, depending on credits taken during study abroad): SPAN 316, 332, 335, 340, 350, or 360. (350 and 360 may be repeated if the topic is different).
- SPAN 400, capstone project.
- Study Abroad in a high-immersion language program for at least one semester. During this semester, the student must take 9-12 credits in 300-level Spanish electives. The program and courses abroad must be pre-approved by the department. Students should consult with their Spanish advisor for information and planning.
- 15 hours of coursework in the major must be taken on the SAU campus.

Requirements for a Spanish Secondary Education Major:

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

- Required core courses (15 credits): SPAN 311, 313, 314, 317, 340.
- Choose 1-2 courses (3-6 credits, depending on credits taken during study abroad): SPAN 316, 332, 335, 350, 360 (350 and 360 may be repeated if topic is different).
- SPAN 400, capstone project (1 credit).
- Study Abroad in a high-immersion language program. During this semester, the student must take 9-12 credits in 300-level Spanish electives. The program and courses abroad must be pre-approved by the department. Students should consult with their Spanish advisor for information and planning.

- 18 hours of coursework in the major must be taken on the SAU campus.
- Requirements for a Spanish Secondary Education Majors (5-12) are: Acceptance into the Educator Preparation Program (and student teaching) include a cumulative GPA of 3.0; major GPA 3.0; Education coursework GPA 3.0; Education 205 or 207 (B or better), US History or American Government, SPED 310, EDUC 282, 284, 300, 301, 305, 344; 140 hours of pre-student teaching field experiences at two different school sites plus EDUC 309, 336, 419 (see above GPA requirements).
- Spanish Secondary Education Majors should have two advisors: one in Spanish and one in Education

Requirements for a Spanish Minor:

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

- Core Courses: SPAN 311, 313, 314.
- Choose 9 credits in: SPAN 312, 316, 317, 332, 335, 340, 350 or 360.
- Study Abroad in a high-immersion language program is recommended but not required. 300-level electives taken abroad can count towards the elective credits for the minor, as long as the program and courses abroad are pre-approved by the department. Approved programs vary in length; students should consult with their Spanish advisor for information and planning.
- 15 credit hours at the 300 level must be taken on the SAU campus.

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

Spanish Endorsement for Elementary Education: Students should consult with their advisor in Education to determine the number of Spanish credits they will need for the endorsement. The following courses are highly recommended but not required for the Spanish endorsement: EDUC 330; SPAN 311, 314, 317 and 340.

Requirements for a Certificate in Spanish for Health and Human Services Professionals: The Certificate in Spanish for Health and Human Services Professionals is designed to promote both linguistic proficiency in Spanish as well as increased cultural competency as related to the U.S. Latinx population. It has been specifically created for nursing students, social work students, physical and occupational therapy students, and other members of the health and human services community on the SAU campus, with the goal of making these individuals better equipped and more marketable in their chosen professions. However, this certificate can be pursued by any student who has an interest in improving their Spanish, learning more about the U.S. Latinx community, and exploring related topics and issues.

- 18 hours of Spanish courses at the 200-300 levels including:

- Required core courses [12 credits]: SPAN 201, 202, 203 and LXS-201.
- Choose two courses [6 credits] from the following: SPAN 312, 316, 317, 332, 335, 340, 350, or 360.
- Study Abroad in a high-immersion language program is recommended but not required. 300-level electives taken abroad can count towards the elective credits for the minor, as long as the program and courses abroad are pre-approved by the department. Approved programs vary in length; students should consult with their Spanish advisor for information and planning.
- 9 credit hours towards the certificate must be taken on the SAU campus.

Theatre

The Theatre Department provides students with hands-on performance and technical experience both onstage, backstage and in the classroom. A student of the Theatre Department will explore intellectually, creatively, and collaboratively in all aspects of the theatre and are challenged to effectively use his/her voice in reflecting and shaping society.

Requirements for a Minor in Theatre: 18 credits of theatre courses, including THTR 105, 202, 215, 300; three skill-based credits from THTR 106, 107, 108, 216, 217, 219; and three production practicum or internship credits from THTR 390, 399.

Theology

The mission of the Theology Department is to equip students with the skills necessary to pursue a critical understanding of faith through the examination of diverse sources in the Catholic Intellectual Tradition, including Scripture, tradition, and experience. The Theology Department empowers students to enrich their relationship with God, the Church, and other faith traditions, seeking engagement with the world and justice for all God's creation.

The department's graduate degree, the Master of Pastoral Theology, can be found in the graduate section of this catalog.

Requirements for a Bachelor of Arts Degree with a Major in Theology: 30 semester credits in theology including THEO 100, 110, 120, 130, 140, 499; one course from theological diversity: THEO 225, 250, 265, 276, 304, 306; one course from biblical: THEO 332, 333, 334, 336, 338, 339; once course from moral/pastoral: THEO 303, 310, 311, 319, 321, 326; systemics and history of doctrine: THEO 305, 320, 322, 324, 325, 344.

Requirements for a Minor: 15 credits of theology, including THEO 499.

Undergraduate Courses

Accounting

ACCT 201. Financial Accounting • 3 credits

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

ACCT 202. Managerial Accounting • 3 credits

Learn how managers use accounting information to inform business decisions. Topics include product costing, budgeting, and managerial control. Prerequisite: ACCT 201.

WI-ACCT 300. Accounting Fundamentals and Professionalism • 3 credits

In-depth analysis of accounting principles and their potential impact on business and the profession. Includes review of the accounting cycle as well as professional readiness activities. Topics include the conceptual framework, the four financial statements, time value of money, cash and receivables. Prerequisites: ACCT 201, ENGL 101 with a minimum grade of C in both courses, sophomore standing. Co/Prerequisite: ACCT 202

ACCT 301. Intermediate Accounting I • 3 credits

Continuation of WI-ACCT 300. Topics include fixed and intangible assets, investments, revenue recognition, accounting changes and corrections, and statement of cash flows. Prerequisites: ACCT 300 with a minimum grade of C, sophomore standing.

ACCT 302. Intermediate Accounting II • 3 credits

Continuation of ACCT 301. Includes specialized accounting topics including investments, leases, earnings per share, accounting for income taxes and pensions, revenue recognition, full disclosure, accounting changes and errors, and the Statement of Cash Flows. Prerequisites: ACCT 301 with a minimum grade of C, sophomore standing.

ACCT 305. Income Tax Procedures I • 3 credits

Study federal tax structure, tax policy, tax ethical standards. The course will include the basics of tax research, compliance and administration. Course follows the AICPA Model Tax Curriculum. Prerequisites: ACCT 201, 202 with a minimum grade of C in both courses.

ACCT 307. Cost Accounting • 3 credits

Apply cost accounting techniques important in managerial decision-making and product costing. Topics include job order costing, process costing, activity-based costing, cost-volume-profit analysis, standard costing and variance analysis, differential cost analysis, capital investment decision models, just-in-time inventory, and quality issues in manufacturing.

Prerequisites: ACCT 201, 202 with a minimum grade of C in both courses.

ACCT 312. Accounting Information Systems • 3 credits

Study transaction processing systems to explain how much systems are designed, used, controlled, and protected. Topics include transaction processing and enterprise resource planning (ERP), system documentation techniques, relational databases, internal control, controls for information security, processing integrity and availability. Gain hands-on experience with spreadsheets, databases, flowchart and diagram software, and general ledger and data visualization. Prerequisite: ACCT 300.

ACCT 314. Internal Auditing • 3 credits

Overview the internal audit function with an emphasis on computer-assisted audit techniques (CAATs). Topics include establishing the function within an organization, COSO integrated framework, the audit process, risk assessment, attribute sampling, report writing, fraud investigation, and professional ethics. Use generalized audit software to perform basic audit operations. Prerequisites: ACCT 300, 301.

ACCT 401. Advanced Financial Accounting Theory and Emerging Issues • 3 credits

Study of financial accounting theories such as efficient market hypotheses and equity theories and their treatment. Includes the study of FASB, the Emerging Issues Task Force, SEC, AICPA PCAOB and the standard setting process. Prerequisites: ACCT 300, 301, 302, or equivalent.

ACCT 402. Accounting Issues Seminar • 3 credits

This course focuses on theoretical and practical issues and controversies in accounting. The course will provide the means for students to bring together previous course material learned in a meaningful manner and to relate this material to real world issues. Prerequisites: ACCT 300, 301, 302, or equivalent.

ACCT 403. Advanced Managerial Accounting Theory • 3 credits

Contemporary managerial accounting models and applications including activity based costing, kaizen costing, target costing, quality costs, JIT, decentralization, and investment decisions. Also discussed are skills required for a career as a controller, including accounting and budgeting for management control and performance and evaluation issues. Prerequisite: ACCT 307.

ACCT 404. VITA Seminar • 3 credits

This course provides a practical application of the federal income tax principles studied in ACCT 305: Income Tax Procedures I while providing a needed service to the Quad City community. Students participate in the Volunteer Income Tax Assistance (VITA) program at off-campus VITA sites to prepare tax returns for low- to moderate-income tax payers. Students will also study advanced individual income tax topics in the classroom. Prerequisite: ACCT 305 or equivalent.

ACCT 406. Income Tax Procedures II • 3 credits

Study advanced income tax regulations as they relate to the corporation, partnership, pass through entities, as well as trusts

and estates. Integrates various components of tax planning and policy in business decisions. Course covers the ever-changing tax regulations. Emphasis includes resolving tax issues, understanding administrative rules and regulations and integrating them into business and personal tax planning. Prerequisite: ACCT 305.

ACCT 410. Advanced Accounting • 3 credits

In-depth analysis of advanced, specialized areas of financial accounting. Topics include consolidations, Securities and Exchange Commission (SEC) reporting requirements, partnerships, and governmental/non-profit accounting. Prerequisites: ACCT 300, 301, 302.

ACCT 414. Financial Statement Analysis and Valuation • 3 credits

Use advanced tools to analyze and use the information in corporate financial statements. Learn how to perform earnings-based and free cash flows-based valuation. Prerequisites: ACCT 300, 301, 302.

ACCT 415. Auditing • 3 credits

A detailed analysis of auditing principles and techniques. Topics include professional ethics, internal control, auditors' reports and audit procedures. Prerequisites: ACCT 300, 301, 302.

ACCT 416. Advanced Auditing • 3 credits

A critical study of the public accounting profession, structure and problems. Topics covered include legal liability, regulation, fraud, ethics, reporting requirements, and current developments. A variety of cases are used to help students understand responsibilities and problems. Prerequisite: ACCT 415.

ACCT 417. Law for Accountants • 3 credits

The primary objective of this course is to help you prepare for the law section of the CPA exam. In order to succeed, accountants must know how to operate in the legal environment of business. Accordingly, this course will provide a high level understanding of legal issues that you may face during your career. Our goal is not to impart technical legal skills but to enhance the judgment which you will bring to your responsibilities as a professional. Prerequisites: ACCT 301, 302.

ACCT 420. Seminar in Accounting Topics • 1-3 credits

A study of specific accounting topics, issues, or themes. Topics specified when course is offered. Students may repeat course if it on a separate topic not previously studied for credit. Examples of topics include: financial derivatives, taxation of closely held businesses, environmental accounting, Sarbanes-Oxley, and accounting ethics. Prerequisite: To be specified by instructor.

ACCT 460. Accounting Internship • 1-3 credits

By working under the supervision of an accounting professional, an internship experience provides the student practical, real-world experience in the field of accounting. The student will be able to explore career interests through applying knowledge and skills learned in the classroom in a work setting. The experiences also help students gain a clearer sense of what they

still need to learn and where they still need to develop. Prerequisite: Instructor permission required.

Art+Design

+AD 100. Drawing • 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 more expressive interpretations of content. Concentration on pictorial composition and technical fluency.

+AD 110. 2D Design • 3 credits

An introduction to the elements and principles of art and design through the use of various media. Emphasis is placed on developing the necessary research and problem-solving skills, craftsmanship, and discipline to prepare students for the challenges of advanced levels of art and design.

+AD 120. 3D Design • 3 credits

Introductory level course involving the interpretation and application of the basic principles of three-dimensional design. Students will focus on a series of projects designed to encourage personal response and invention. By investigating the creative potential of a variety of materials, students gain conceptual growth and confidence in their creative capacity.

+AD 130. Introductory Special Topics • 3 credits

An overview of the elements, principles, and processes essential to creating works of art in both two- and three-dimensional forms. Methods will include traditional and nontraditional techniques in a variety of media. Projects will also encourage the development of personal narratives and storytelling. For non-majors as well as majors.

+AD 140. Computers in Art • 3 credits

An introductory course exploring ways in which the computer can be applied to the artistic process. Basic drawing, painting, photo-manipulation, and publishing techniques will be explored with an emphasis on creative methodology and image making techniques.

+AD 150. Contemporary Theory • 3 credits

An examination of the challenges, thrills and oddities of the contemporary art scene. Through a series of case studies ripped straight from the headlines and accompanied by a variety of readings, videos and interviews, students will begin to find answers to questions like: Why is art so weird these days? An What does art offer me?

+AD 160. Print/Paper/Book • 3 credits

This introductory course examines the interdisciplinary connection between printmaking, papermaking, and bookbinding. These processes allow for ideas to be artistically disseminated quickly, affordably and effectively to the public. Techniques, artists and history will be explored through experiential learning.

+AD 170. Water Media • 3 credits

Intended from both majors and non-majors, basic art principles are investigated using the tools and techniques of ink, tempera, gouache and watercolor. Works are created from both observation and imagination. Formal studies include the basics of perspective, observational techniques, value scale, color theory, translucency/opacity, gesture, image transfer, control and spontaneity.

+AD 180. Motion Graphics • 3 credits

An introduction to motion graphics with emphasis on creative expression and commercial approaches. Basic techniques with image creation, video editing, moving image and kinetic typography will be explored. Requires extensive computer use.

+AD 190. Digital Photography • 3 credits

The principles of digital photography are studied. The student is provided an overview of the history and culture of the photographic image as well as the understanding needed to create artful images in the digital realm. Topics include operation of a digital camera, color theory, basic image adjustment, file management, and printing.

AD 200. Figure Composition • 3 credits

An intensive study of the human form through observational drawing. A thorough perceptual understanding of the figure is gained from a combination of study from live models and an overview of the figure's skeletal and muscular systems. Special emphasis on the physical effects of light, foreshortening and capturing the emotive qualities of the human body in space and time. Prerequisites: AD 100, 110.

AD 210. Typography • 3 credits

An extensive study of typography as an expressive form of human communication within the contexts of art, graphic design and book arts. From the beginning of time to present day, we'll investigate the significant movements, designers, typographers, artists, creative processes and tools for creating meaningful typographic works of art in two dimensions. Prerequisites: AD 110, 140.

AD 215. Art Therapy • 3 credits

An introductory course that presents the theory, history and practices of art therapy. Ethical applications of techniques and practices will be examined and experienced throughout multiple client populations. This class combines creativity with healing within a therapeutic and professional setting and utilizes lecture, studio time and experiential exercises.

+AD 220. Printmaking • 3 credits

An exploration of Monotype, Relief, Intaglio and Letterpress printmaking techniques using both one color and multi-color applications. During the class, the processes and concepts of these techniques and the artists who employ them are examined. All assignments will be discussed in class and supported with Power Point lectures, presentation of physical prints, demonstrations of material usage, technique demos and critiques.

+AD 225. Papermaking • 3 credits

An introduction to the Western and Eastern handmade papermaking processes through the exploration of a variety of fibers and techniques. The basics of fibers, papermaking history, terminology, sculptural paper, pulp painting and stencils will be studied.

+AD 230. Intermediate Special Topics • 3 credits

An investigation to the ways in which art elements, principles and experimental processes can combine to create works of art in both two- and three-dimensional forms. Methods will include traditional and nontraditional techniques in a variety of media. For non-majors as well as majors.

+AD 240. Designing Data • 3 credits

An introduction to the creative and scientific methods used to effectively interpret and communicate data in visual form—specifically charts, maps, and diagrams. Emphasis on best design practices, color theory, and typography usage. Students will learn the basics of Adobe CC Illustrator and related programs. Geared for the non-art major and beginning/novice user (Mac platform).

+AD 250. Experimental Drawing • 3 credits

Experimental Drawing is a non-traditional course designed to help students develop creative response with the tactility and immediacy of the drawing process. The course will be designed around a series of hands-on challenges to lead you to new perspectives and approaches. The basic intent of this course is for the student to develop an individual practice of search and discovery in drawing. It is hoped that a new sensitivity to form, increased capacity for imagination, a willingness to try (and sometimes fail), an openness to the unknown and the bravado to experiment result from this course. These are skills that will lead you to fulfillment in life!

+AD 260: Bookbinding • 3 credits

This class is an exploration of historical perspectives and conceptual attitudes of "the book as a work of art". The emphasis will be in bookbinding and the creation of an artist's book. Throughout the semester we will read several essays or short chapters regarding books and their placement in the world of art.

+AD 270. Painting 1 • 3 credits

Painting 1 is designed to provide a strong foundation for the study of oil painting. A thorough understanding of the techniques, materials, and concepts is presented as awareness of the medium's expressive possibilities is developed. Principles of value, color theory, color expression, composition, and paint handling are introduced through the study of still-life, landscape, abstraction and the figure.

+AD 280. Screen Printing • 3 credits

This course is an exploration in the image making possibilities of screen printing and will cover a variety of techniques with an emphasis on using hand drawn stencils and photo emulsion. Students will also be introduced to non-traditional applications of the medium.

AD 290. Web Design • 3 credits

An introductory course exploring ways in which the computer can be applied to the artistic process. Basic drawing, painting, photo-manipulation, and publishing techniques will be explored, with an emphasis on creative methodology and image making techniques. Prerequisites: AD 210, 350.

AD 300. Figure Drawing • 3 credits

This course offers advanced study of the human form through observational drawing and builds upon skills gained in Figure Composition. While the course emphasizes observational drawing, students will also be encouraged to explore the expressive, narrative potential in figurative drawing.

WI-AD 310. Professional Practices • 3 credits

This course is an overview of the working methods of the professional artist & designer. Topics may be presented by area professionals and will include: documenting and presenting work, entering shows, business operation, and gallery and museum practice. This course bridges academic knowledge and day-today business practice in the arts. Prerequisites: Junior/Senior status or permission of instructor; ENGL 101, with a minimum grade of C.

AD 315. Art Therapy Methods • 1 credit

A presentation of the principles, field-specific theories, and applications of art therapy as related to a variety of populations. Students participate with a licensed practitioner in on-site service learning experiences. Additional information includes counseling techniques, career opportunities, portfolio presentations, and an expansion of understanding the field and its pedagogy. Prerequisite: AD 215 or permission of the instructor.

AD 320. Digital Illustration • 3 credits

The fine art of communicating visually relies on strong conceptual thinking, a solid understanding of design principles, and a familiarity with a variety of tools. This course will incorporate traditional and digital art-making skills to investigate the role of illustration and illustrator in contemporary society and includes: editorial, book publishing, advertising, music industry, and self-initiated illustration. Prerequisites: AD 140, 210 or permission of the instructor.

AD 330. Advanced Special Topics • 3 credits

An advanced overview of the elements, principles, and processes essential to creating works of art in both two- and three-dimensional forms. Methods will include traditional and nontraditional techniques in a variety of media. Projects will also encourage the development of personal narratives and storytelling. For non-majors as well as majors.

AD 340. Publication Design • 3 credits

This course is an advanced study of type and image as they relate to problem solving within publication design. Design methodology, creative ideation, printing processes, and production techniques are studied. Prerequisites: AD 210, 320.

AD 350. Branding and Identity • 3 credits

Graphic design research, principles and skills are applied to projects at the professional level. Emphasis is placed on client and target audience needs, production and time constraints. Students will learn how to develop verbal and written communication skills associated with professional practices in graphic design. Written components include formal research papers, written critiques and graphic style manuals. Prerequisites: AD 210, 320.

AD 360. Print/Paper/Book Lab • 3 credits

This course provides an opportunity for further investigation of the “book” as an artistic medium. Students will work on different types of artist’s books including unique object, sculptural books, handmade and the democratic multiple. Advanced bookbinding methods will be studied and an in-depth study of contemporary book arts will be examined through presentation, research and interaction with working book artists. Prerequisites: AD 160, 260.

AD 370. Painting Lab • 3 credits

Continuing the foundation study of painting. Study of technical aspects of oil painting is combined with awareness of the medium’s expressive potential. Projects are designed to help develop the student’s ability to work independently. Course may be repeated for additional credit. Prerequisite: AD 270

AD 380. Visual Narratives • 3 credits

Visual Narratives looks at various ways to develop a story utilizing a variety of techniques that are illustrative, sequential and interactive. The organic relationship between text and imagery will be examined as well. Historical context will be discussed through readings, presentations and examples. Prerequisites: AD 100, 110, 140.

AD 390. Interaction Design Lab • 3 credits

This course is an introduction to design for interactive documents and digital interfaces. The fundamentals of user experience design, user interface design and research-based problem solving are studied. Coursework focuses on front-end design and development strategies including: analytic methods, ideation, sketching and prototyping. Prerequisites: AD 210, 320.

AD 400. Independent Study • 1-3 credits

Advanced study or research in an area agreed upon by student and instructor. Prerequisites: Instructor permission

AD 410. Internship • 1-3 credits

Selected areas of interest as per student career goals. Students engage in a supervised and evaluated experience in an appropriate workplace environment of their choosing. Prerequisite: Instructor permission

AD 420. Honors • 1 credit

Advanced studio work in a student’s area of concentration. In addition to completing sufficient artwork for the senior exhibit, students will create a resume and a statement of artistic intent. Prerequisites: Senior status and instructor permission.

Art History

+AH 120. Topics in Art History • 3 credits

An introductory study of specific art historical themes, geographical regions, media, movements or artists. Topics will be announced each semester the course is offered.

+AH 121. Mythic Image • 3 credits

Throughout the history of art and culture, artists and storytellers have repeatedly revisited certain themes, depicting and re-creating symbols based on myths, legends and folklore familiar to their audiences. In this course, students will be presented with archetypes covering a broad range of art history and pop culture, arranged thematically rather than chronologically. Visual imagery may include representations of heroes, villains, monsters, saviors, heroines, virgins, and/or fallen women, as well as broader themes such as images of creation or tragedies. Students will analyze characters, storylines, and imagery for meanings, searching for ways the subjects might have been adjusted to suit the agenda of the time. Students will also focus on the concept of the hero's path and will be encouraged to think of themselves in the role of a hero, setting off on their own path or quest.

+d1 AH 150. Non-Western Art • 3 credits

Introductory historical survey of the development of art in non-Western geographic regions. Topics announced each semester the course is offered.

AH/MUSE 205. Art History & Museum Studies Careers • 3 credits

Exploration of the careers and professions available to students of Art History and Museum Studies, through professional development exercises and career-related activities and excursions.

+AH 250. Art Through the Ages I • 3 credits

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

+AH 251. Art Through the Ages II • 3 credits

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

AH 319. Independent Study in Art History • 1–3 credits

Individual study open to junior and senior art or art history students wishing to do further research in art history. Prior approval of instructor required.

AH 320. Advanced Topics in Art History • 3 credits

Advanced study of art historical themes, geographical regions, media, movement or artists. Topics will be announced each semester the course is offered.

AH 321. Comics • 3 credits

Survey of the history of comics, including precursors to the tradition, broadsheets and “comic papers”, major movements and artists, including superheroes, underground “comix” of the 1960s and 1970s, feminism and comics culture, international movements in the comics tradition, and significant contemporary artists within the field. Course material will include a sampling of graphic novels, and the ways these reflect the development of movements, ideas, and artists in the medium. Students will be expected to critically analyze these works against the cultural background of their times. The syllabus for this course may fluctuate depending on student interest in certain themes, artists or topics.

d1 WI-AH 343. The Medieval World • 3 credits

Writing intensive survey of the art, architecture, culture and history of the Byzantine Empire, the Early Middle Ages through the Romanesque and Gothic periods. Studies the art and architecture of the period within the cultural, social, intellectual and political context of their creation. Prerequisite: ENGL 101, with a minimum grade of C.

d1 WI-AH 345. The Renaissance • 3 credits

Writing intensive survey of the art, architecture, culture and history of Northern and Southern Europe between the 14th and 16th centuries. Studies the art and architecture of the period within the cultural, social, intellectual and political context of their creation. Prerequisite: ENGL 101, with a minimum grade of C.

d1 WI-AH 346. Baroque & Rococo • 3 credits

Writing intensive survey of the art, architecture, culture and history of Western Europe in the 17th and 18th centuries. Studies the art and architecture of the period within the cultural, social, intellectual and political context of their creation. Prerequisite: ENGL 101, with a minimum grade of C.

d1 WI-AH 347. 19th Century • 3 credits

Writing intensive survey of the major movements, ideas and artists of Western and Eastern Europe during the nineteenth century. Studies the art and architecture of the period within the cultural, social, intellectual and political context of their creation. Prerequisite: ENGL 101, with a minimum grade of C.

d1 WI-AH 350. American Art • 3 credits

Writing intensive survey of the major movements and developments in the history of American art, from the pre-Colonial period through the present day. Studies the art and architecture of the period within the cultural, social, intellectual and political context of their creation. Prerequisite: ENGL 101, with a minimum grade of C.

d1 WI-AH 351. 20th Century • 3 credits

Writing intensive survey of the major movements, styles and functions of art in the 20th century. Studies the art and architecture of the period within the cultural, social, intellectual and political context of their creation. Includes the Western

world and Russia. Prerequisite: ENGL 101, with a minimum grade of C.

d1 WI-AH 353. Russia • 3 credits

Writing intensive survey of Russian art history from the 10th century to the modern period, beginning with icon painting and ending in Socialist Realist imagery of the 20th century. Studies the art, architecture, and cultural development of Russia within the cultural, social, intellectual and political context of the nation's history. Prerequisites: ENGL 101, with a minimum grade of C.

WI-AH 355. History of Graphic Design • 3 credits

Writing intensive survey of the styles, periods, significant contributors and developments within the history of graphic design. Includes the development of major movements, ideas and artists, including Ancient and Classical precursors to the tradition, illuminated manuscripts and incunabula, early print technology, the development of photography, the impact of the industrial revolution on visual communications, illustration and poster design, international design movements (ex: Arts & Crafts, Art Nouveau, Bauhaus), and contemporary artists within the field. Prerequisites: ENGL 101, with a minimum grade of C.

WI-AH 451. Capstone Research Experience • 3 credits

Directed individual reading, research and writing on a topic approved by the program. Prerequisites: Open only to junior and senior art history majors. Prior approval by instructor required. ENGL 101, with a minimum grade of C.

AH 490. Internship in Art History • 1–6 credits

Supervised professional work experience in support of Art History student career goals. Prior approval of instructor required. Pass/fail.

Astronomy

+ASTR 201. Astronomy • 3 credits

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

Biology

+BIOL 101. Principles of Biology • 4 credits

Introduction to the science of biology including genetics, evolution, ecology, and molecular biology, with special reference to human biology. Lecture and laboratory. For non-science majors. Prerequisite/Corequisite: MATH 171 or higher.

+d2 BIOL 108. Climate Change and Human Health • 3 credits

A scientific exploration of the human actions causing global climate change and the current and future impacts of these changes on natural systems, food and water supply, and human health conditions. For non-science majors.

+BIOL 109. Environmental Science • 3 credits

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

BIOL 110. Laboratory Safety • 1 credit

Students will gain OSHA right-to know training, including understanding of regulatory codes, lab safety, and the handling of chemical hazards. Students will learn sterile technique for the preparation of media and agar to maintain microscopic organisms, including use of the autoclave for this preparation and disposal of biological hazards.

+BIOL 120. Forensic Biology • 4 credits

Exploration of theory and application of scientific principles commonly used in solving crimes. Science comes alive as you learn how toxicology, serology, biological fluids, DNA, hairs, fibers, insects, bloodstain patterns, fingerprints, ballistics and other evidence is analyzed and interpreted. Lecture and laboratory. For non-science majors.

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

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

BIOL 199. General Biology I: Foundations of Living Systems • 4 credits

An introduction to the theory of evolution, basics of cell chemistry and functioning, and both classical and molecular genetics. Laboratory is inquiry based and concentrates on the development of hypotheses and experimental design. Lecture and laboratory. Prerequisite/Corequisite: MATH 171 or 191.

BIOL 200. General Biology II: Functioning of Living Systems • 4 credits

An introduction to the comparative anatomy and physiology of plants and animals. Laboratory is inquiry based. Lecture and laboratory. Prerequisites: BIOL 199, MATH 171 or higher.

BIOL 201. Diversity of Living Systems • 4 credits

Study of classification and systematics of viruses, bacteria, fungi, plants, invertebrate and vertebrate animals. Exploration of ecological systems. Primary literature introduction and inquiry driven laboratory investigation. Lecture and laboratory. Prerequisite: BIOL 199.

BIOL 205. Essentials of Human Anatomy and Physiology • 4 credits

This course is a one-semester essentials course that provides a systems-based introduction to the human body. Students will gain an overview of homeostatic processes and an overview of the structure and function of most organ systems. An emphasis will be placed on the musculoskeletal, cardiorespiratory, and nervous systems. This course is intended for those majors that do not require a two-semester Anatomy and Physiology course. Laboratory includes hands-on work with prosected cadavers. Prerequisite: One of the following: BIOL 101, 199, or 112.

BIOL 211. Introductory Microbiology • 4 credits

Introduction to the cellular structures, genetic processes, metabolic activities, pathogenicity, and benefits of microorganisms with an emphasis on prokaryotes and their interactions with humans. Lecture and laboratory. Prerequisite: BIOL 101 or 199.

BIOL 223. Special Topics in Biology • 2-4 credits

Investigation of selected biological topics not treated in regular departmental course offerings. Prerequisite: BIOL 101 or 199.

BIOL 230. Human Anatomy and Physiology I • 4 credits

Systems-based introduction to the structure and function of the human body including the study of cell structure and organization, histology, the digestive system, metabolism, the skeletal system (including joints), muscle tissue and the muscular system, neural tissue, the spinal cord, and spinal nerves. Students are trained in critical thinking and application through the use of clinical case studies. The course comprises the first semester of a year-long sequence, including BIOL 232, and is intended to fulfill prerequisites for graduate programs such as Occupational and Physical Therapy or Physician Assistant. Lecture and laboratory. Laboratory includes cat dissection hands-on work with prosected cadavers. Prerequisites: One of the following: BIOL 101, 199, 200; CHEM 103 or 105.

BIOL 231. Cadaver Dissection Lab • 1 credit

A laboratory using a regional approach to anatomy utilizing human anatomical specimens (cadavers). Students gain knowledge of human anatomy and dissection experience. Enrollment is determined on a competitive basis. Applications are available from the instructor and on the Biology web page and are due March 1 each year. Pass/No Pass course. Corequisites: BIOL 230; Instructor consent required.

BIOL 232. Human Anatomy and Physiology II • 4 credits

Systems-based introduction to the structure and function of the human body including the study of the brain and cranial nerves, the autonomic nervous system, the endocrine system, the reproductive system, the cardiovascular system, the lymphatic system and immunity, the respiratory system, and the urinary system. Students are further trained in critical thinking and application through the use of clinical case studies. The course comprises the second semester of a year-long sequence, including BIOL 230, and is intended to fulfill prerequisites for graduate programs such as Occupational and Physical Therapy or Physician Assistant. Lecture and laboratory. Laboratory includes hands-on work with prosected cadavers. Prerequisites: BIOL 230.

WI-BIOL 300. Biological Literature and Research • 3 credits

Introduction to literature searching, critical reading and scientific writing in the biological sciences. Required for biology majors. Prerequisites: BIOL 199 and 200 or 201; ENGL 101, with a minimum grade of C; Sophomore standing.

BIOL 301. Cell and Molecular Biology • 4 credits

Introduction to principles of cell structure and function with emphasis on eukaryotic cells. Laboratory focuses on current techniques in cell and molecular biology. Lecture and laboratory. Prerequisites: BIOL 199, 200; CHEM 105, 106.

BIOL 303. Genetics • 4 credits

Principles of heredity including classical and molecular genetics. Lecture and laboratory. Prerequisites: BIOL 199; BIOL 200 or 201; CHEM 106.

BIOL 305. Immunology • 3 credits

Students will learn fundamental aspects of vertebrate immunology in a clinically oriented course. Key topics include innate and adaptive immune responses, hematopoiesis and lymphocyte development, immunodeficiency, autoimmunity, immunotherapy, vaccination, and mechanisms of immune evasion by pathogens. Case studies will be used to demonstrate practical applications of course knowledge. Prerequisite: BIOL 200.

BIOL 307. Ecology • 4 credits

Principles of interactions of naturally occurring plant and animal populations with their physical/biological environments. Lecture and laboratory. Prerequisites: BIOL 199, 200; CHEM 105; MATH 171 or equivalent; STAT 213.

BIOL 309. Evolution • 4 credits

Introduction to theory of organic evolution including discussion of mechanisms of evolutionary change and the history of life. Lecture and laboratory. Prerequisites: BIOL 199, 200; CHEM 105; MATH 171 or equivalent; STAT 213.

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

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

BIOL 323. Special Topics in Biology • 2–4 credits

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

BIOL 401. Biological Research I • 1–3 credits

Investigation of a specific research problem in the biological sciences. Prerequisite: Instructor Permission.

BIOL 402. Biological Research II • 1–3 credits

Investigation of a specific research problem in the biological sciences. Prerequisites: BIOL 401; Instructor Permission.

Business**BUS 101. The World of Business: Engagement • 3 credits**

Students will learn of the many forces within the business environment, and get an introduction to the key functional areas within the firm, such as marketing, operations, accounting, finance, management, and human resources. Students will be introduced to how the primary functions of business work together to produce effective organizations. Students will gain

an appreciation of what the business arena is all about, how a business operates and which business functions are needed in any business enterprise, and the impact of business on society.

BUS 102. The World of Business: Innovation • 3 credits

This course introduces students to tools of business innovation and the practice of how business innovation works through the identification of opportunities and the creation of value for society. Prerequisite: BUS 101.

BUS 200. Life Design • 1 credit

Using a design thinking approach, this course helps students develop a constructive and effective approach to finding and designing their lives and career after college.

BUS 201. Legal Environment of Business • 3 credits

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

BUS 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 • 1-3 credits

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

Chemistry

CHEM 100. Preparatory Chemistry • 3 credits

An introduction to general chemistry principles and calculations aimed at preparing students for CHEM 105. Topics include metric units, dimensional analysis, basic atomic structure, chemical nomenclature, the mole, reaction stoichiometry, and concentration, with an emphasis on mathematical skills and problem solving. Strongly recommended for students lacking a strong background in chemistry and/or mathematics.

+CHEM 103. Principles of Chemistry • 4 credits

Survey of concepts and applications for students with limited chemistry backgrounds and who require only one semester of chemistry. Topics selected from inorganic, organic, and biological chemistry. Lecture and laboratory.

Prerequisite/Corequisite: MATH 171.

+CHEM 104. Chemistry for Engineers • 4 credits

This is a one semester course in chemistry for engineering majors. Topics include the theories of atomic and molecular structure, chemical equations and stoichiometry, chemical thermodynamics, kinetics, equilibrium and electrochemistry. The laboratory develops lab skills and re-enforces the lecture topics. Lecture and laboratory. Prerequisites/Corequisites: MATH 171; engineering majors.

+CHEM 105. General Chemistry I • 4 credits

Introductory course required of all chemistry, biology, criminalistics, physics, and engineering majors. Basic principles

and terminology including atomic and molecular structure, nature of chemical bonds, states of matter and reaction stoichiometry. Lecture and laboratory. Prerequisite/Corequisite: MATH 171; high school chemistry recommended.

CHEM 106. General Chemistry II • 4 credits

Continuation of CHEM 105. Topics include kinetics, equilibria, thermodynamics, electrochemistry, acid-base chemistry and topics in descriptive chemistry of metals, non-metals and organics. Lecture and laboratory. Prerequisites: CHEM 105; MATH 171.

CHEM 108: Introduction to Chemical Research (Honors) • 1 credit

This laboratory course focuses on chemical research, including learning instrumental methods routinely used. Working in teams, students identify a problem suitable for study, formulate a research plan, collect and analyze data and present their results. Prerequisites/Corequisites: CHEM 106 and instructor consent. This course may be repeated one time.

CHEM 110. Laboratory Safety • 1 credit

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

CHEM 150. Career Exploration in Chemistry • 1 credit

Students will investigate various career options within the chemical sciences through reading information on specific job opportunities provided by professional organizations, engaging in job shadowing experiences and informal discussions with professional chemists. Pass/No Pass. Prerequisite: CHEM 105.

CHEM 207. Organic Chemistry I • 3 credits

Introduction to the structure, nomenclature and reactions of important classes of organic compounds including hydrocarbons, halides, alcohols, ethers, and carbonyl compounds. Structure-reactivity relationships and basic reaction mechanisms are stressed. Prerequisite: CHEM 106.

CHEM 208. Organic Chemistry II • 3 credits

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

CHEM 209. Organic Chemistry Laboratory I • 1 credit

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

CHEM 210. Organic Chemistry Laboratory II • 1 credit

Continuation of CHEM 209. Emphasizes use of modern instrumental methods for monitoring chemical reactions and elucidating the structures of organic compounds. Practice provided in the collection and interpretation of data using mass, ultraviolet-visible, infrared and nuclear magnetic resonance spectroscopy. Prerequisites: CHEM 207, 209.

CHEM 219. Survey of Biochemistry • 3 credits

Explore the basic chemical properties of proteins, lipids, carbohydrates, and nucleic acids. Topics to be discussed include the role of water and pH in biological systems, reactivity of organic molecules and functional groups, basic metabolism, and the flow of energy in cells. Designed for students (non-biochemistry majors) who intend to take a single course in biochemistry for their particular major or for general interest. This course is not meant to fulfill the needs of most pre-medicine, pre-dental, pre-veterinary students. No previous coursework in organic chemistry is required. Students with credit for CHEM 319 may not register for this course. Prerequisite: CHEM 106.

CHEM 301. Quantitative Analysis • 4 credits

Study of the theory of chemical equilibria as it applies to gravimetric and volumetric analysis and to precipitation, acid-base chemistry, electrochemistry, and chromatography. The topics include statistical analysis, basic instrumental design, and calibration. Laboratory experience with basic quantitative techniques and data analysis techniques will also be studied. Prerequisite/Corequisite: CHEM 207.

WI-CHEM 303. Instrumental Methods • 4 credits

Basic theory, operation, and application of techniques of instrumental chemical analysis. Includes spectroscopy, chromatography, and electrophoretic methods. Lecture and laboratory. Prerequisite: CHEM 301; ENGL 101, with a minimum grade of C.

CHEM 313. Physical Chemistry I • 4 credits

This course is an introduction to the principles and applications of theoretical chemistry to thermodynamics, kinetics, and quantum mechanics. Lecture and laboratory. Prerequisites: CHEM 106, MATH 192. Recommended: PHYS 204 or 253.

CHEM 314. Advanced Physical Chemistry • 3 credits

This course is an extension of the principles and applications developed in CHEM 313 to the spectroscopy of polyatomic molecules, statistical thermodynamics, and real systems. Lecture. Prerequisites: CHEM 313, MATH 192. Recommended: PHYS 204 or 253.

CHEM 315. Advanced Physical Chemistry Laboratory • 1 credit

This course is the experimental application of the principles developed in CHEM 314 (including the spectroscopy of polyatomic molecules, computational chemistry, statistical thermodynamics, and ideal and real systems. Corequisite: CHEM 314.

CHEM 319. Biochemistry • 3 credits

An introductory course for chemistry majors that introduces thermodynamics and biological oxidation-reduction reactions; structure, metabolism, and synthesis of proteins, carbohydrates, lipids, and nucleic acids; enzyme kinetics, photosynthesis, and transfer of genetic information. Prerequisite: CHEM 208, with a minimum grade of C.

CHEM 320. Biochemistry Laboratory • 1 credit

This laboratory course introduces students to standard experimental approaches and techniques used in biochemistry laboratories. Working in a group, students isolate and characterize the lactate dehydrogenase using bioinformatics tools, spectroscopy, chromatography, and electrophoresis techniques. Students also gain familiarity with DNA separation and analysis. Corequisite: CHEM 319.

WI-CHEM 321. Advanced Inorganic Chemistry • 3 credits

Advanced topics in inorganic chemistry emphasizing structure, periodicity, bonding, spectroscopy, transition metal chemistry and reactions. Lecture. Prerequisites: CHEM 207; ENGL 101, with a minimum grade of C.

CHEM 322. Advanced Inorganic Chemistry Laboratory • 1 credit

Theory and practice of inorganic chemical methods emphasizing main and transition group reactions and computer modeling. Corequisite: CHEM 321.

WI-CHEM 419. Advanced Biochemistry • 3 credits

This course advances the fundamental concepts introduced in CHEM 319. We will study metabolic homeostasis where relevant. Disease and pathology will be used to highlight these concepts. We will study signal transduction to address the flow of information within a system, cross-disciplinary applications of core biochemical concepts (structure/function of macromolecules, homeostasis, and energy and information flow). Prerequisites: CHEM 319; ENGL 101, with a minimum grade of C.

CHEM 428. Chemical Research I • 1 credit

You will propose a research question based on a review of the literature and design the strategies to attack the problem. Prerequisite: Instructor consent.

CHEM 429. Chemical Research II • 1 credit

This course is a continuation of CHEM 428. After establishing a robust methodology, you will collect and analyze the data and finally present your research project results. Prerequisites: CHEM 428 and instructor consent.

CHEM 440. Chemistry Internship • 1–2 credits

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

Classical Studies

+CSM 101. Introduction to Classical Studies • 3 credits

Through guest lecturers and primary source readings, this course introduces the themes of Classical Culture and the way language is used and influences the Liberal Arts.

Communication and Digital Media

+COMM 129. Principles of Public Speaking • 3 credits

Introduction to public speaking principles, emphasizes fundamentals of organization, development and delivery of informative and persuasive oral presentations. Extemporaneous style of delivery stressed.

+COMM 132. Survey of Human Communication • 3 credits

Introduction to human communication theory in a variety of communication contexts including but not limited to interpersonal, small group and public speaking. Apply these theories and skills in oral presentations, group projects, and formal papers.

+COMM 203. Interpersonal Communication • 3 credits

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

COMM 224. Digital Media 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.

WI-COMM 230. Media Writing • 3 credits

Develop skill in basic reporting and news-writing techniques. Focuses on writing and reporting for newspapers and organizations. Establishes the foundation for public relations and broadcast writing. Prerequisite: ENGL 101, with a minimum grade of C.

+COMM 232. Media and Society • 3 credits

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

COMM 234. Introduction to Sports Media • 3 credits

Introduction to all phases of sports production for a variety of mediated platforms. Students will gain experience working as a team to produce live sporting events on SAUtv, KALA and internet-based platforms. Open to majors and non-majors.

COMM 235. Podcasting: Storytelling and Production • 3 credits

Tell your story through effective production of podcasts with a focus on writing, editing and distribution. Students will develop, produce and share a podcast series with fellow students and the world.

COMM 240. Principles of Public Relations • 3 credits

The history, tools and theories of public relations. Studies how public relations fits into an organization's marketing program; the practice, procedures and duties of public relations

professionals; and tactics used to develop a communication plan consistent with the organizational goals.

COMM 244. Advanced Media Production • 1-3 credits

Students are responsible for the production of content for SAUtv, including "Inside SAU Athletics" broadcasts, Stingerz and various projects as needed. Students will plan and organize video production from start to finish. Job responsibilities will include coordinating guests, preparing scripts, producing, directing, anchoring and editing the finished product.

COMM 251. Public Relations Techniques • 3 credits

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

COMM 303. Relational Communication in Science, Health and Professional Contexts • 3 credits

This course is designed to enhance students' interpersonal and professional communication skills in public, dyadic and group communication contexts. Students will learn how to communicate complex information to non-experts with an emphasis on science and health information. Particular areas of focus will be empathy, rapport, credibility, intercultural, nonverbal, conflict and interviewing. Prerequisite: COMM 203.

COMM 305. Communication Theory • 3 credits

This course offers an exploration of key communication theories that shape our understanding of human interaction and mass communication and equips students with skills to critically analyze and apply theories to real-world situations. Students will engage with foundational concepts, frameworks, and models that inform the study of communication across various contexts, including interpersonal relationships, media, journalism, and social platforms. Prerequisite: COMM 232.

COMM 326. Communication and Technology • 3 credits

Relationship between communication and technology.

Emphasizes the historical nature of the relationship and how new technologies influence human communication in the context of interpersonal, groups, organizations and society.

COMM 327. Organizational Communication • 3 credits

Emphasizes planning, organization and control. Examines how systems work, role of internal communication, flow, content, interpretation of messages, problem-solving, avoiding communication breakdowns, changing attitudes, motivation, leveling, interpreting management's point of view. Investigates internal and external types of communication, dyads, interviewing and counseling, selling and persuading.

COMM 329. Business and Professional Communication • 3 credits

This course is designed to enhance students' professional communication skills in presentational, social and group communication contexts. Students will learn how to

communicate confidently with various audiences including colleagues, management and other stakeholders. Particular areas of focus will be presentational speaking with/without multimedia aids, question/answer sessions and networking. Prerequisite: COMM 129, 132, 203 or 228

COMM 332. The Buzz • 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.

WI-COMM 333. Digital Media Writing • 3 credits

Experience in beat reporting, exploration of depth reporting and features, editing, headline writing and digital production. Learn to report, write and edit for radio and TV news. Topics include writing for audio and video usage, developing sources and story ideas, interviewing, story structure, picking sound bites, producing and ethics. Stories are submitted for airing on KALA, SAUtv and The Hive. Prerequisites: COMM 230; ENGL 101, with a minimum grade of C.

COMM 337. Digital Media Practicum I • 3 credits

Students work on SAUtv programs 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 339. Broadcast Technologies • 3 credits

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

COMM 340. Global Communication • 3 credits

Explores how diverse underlying cultural orientations and patterns influence communication behaviors within and between cultures. Theoretical and practical aspects of intercultural communication will be addressed with a focus on how students can apply alternative communication strategies that result in effective intercultural outcomes. Prerequisite: Junior status.

COMM 353. Communication Research Methods • 3 credits

This course introduces students to social scientific and interpretive methods used when conducting communication research. Students will use the concepts covered to construct meaningful and measurable research questions, select an appropriate method, and present the information as part of a final project. Prerequisite: COMM 230.

COMM 361. Topics in Strategic Communication • 3 credits

Learn to creatively use the principles, theories, and tools associated with public relations, advertising, and social media to identify, establish and maintain mutually beneficial long-term relationships between organizations and their publics. Prerequisite: COMM 232.

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

Directed individual research, writing, and production on approved project. A student may register for one or two credits in any given semester, and may repeat the course for no more than two credits. Prerequisite: Instructor permission.

WI-COMM 432. Communication Law and Ethics • 3 credits

Provides understanding of historical, legal and ethical issues involved in freedom of expression. Principles and case studies in communication law, constitutional guarantees, libel, privacy, contempt, privilege, copyright, regulatory agencies, and public policy. Discussion of major court decisions in each area of communication law and historical/political climate out of which the cases emerged provide the framework of the course. Prerequisites: ENGL 101, with a minimum grade of C; Junior/Senior status.

COMM 499. Internship in Communication • 3-6 credits

This internship in communication is designed to be a culminating capstone experience that provides a practical and reflective application for communication majors. Through the internship, students will build upon theories and skills presented in coursework while gaining practical experience in a professional orientation. This work experience is a full academic semester experience consisting of 150-300 hours in one semester under the supervision of an industry professional. Prerequisite: Junior Status

Computer & Information Sciences

+CSCI 140. Foundations of Computer Science • 3 credits

Introduces the software and hardware components that comprise modern computer systems. It approaches problem solving through algorithms and their implementation in programming languages. It presents elementary concepts of computer architecture and the constraints such architectures impose on the representation of data and on the efficiency of operations. It provides a brief overview of networking, security, and representative software applications. *CIS Department majors/minors must pass this course with a C or better.*

CSCI 185. Script Programming • 3 credits

Introduces the fundamental concepts of script programming with an emphasis in automating common system management tasks. Topics include simple data types, control structures, arrays, and string handling.

CSCI 195. Programming I • 3 credits

Introduces the fundamental concepts of programming from an object-oriented perspective. Topics include simple data types, control structures, an introduction to array and string data structures and algorithms, and debugging techniques. The course emphasizes good software engineering principles and developing fundamental programming skills in the context of a language that supports the object-oriented paradigm. *CIS Department majors/minors must pass this course with a C or better.*

CSCI 250. Introduction to Cybersecurity • 3 credits

This course emphasizes our current dependence on information technology and how its security in cyberspace (or lack thereof) is shaping the global landscape. Several historical and contemporary global events that have been influenced by the exploitation of information technology motivates topics on cybercrime, malware, intrusion detection, cryptography, among others, and how to secure one's own data and computer system. Several aspects of this course are geared toward developing an understanding of the "cyberspace" as a new medium that breaks all geographical boundaries, while highlighting noticeable influences on it from social, political, economic and cultural factors of a geographical region. CIS Department majors/minors must pass this course with a grade of C or better.

CSCI 270. Networks and Data Communications • 3 credits

Introduction to computer networks. Covers principles of the OSI model, network topologies, physical networks and connection schemes, protocols, error handling, security, and local area networks. *CIS Department majors/minors must pass this course with a C or better.*

CSCI/MATH 281. Discrete Structures • 3 credits

Introduction to discrete mathematics as used in computer science. Topics include propositional and the predicate logic, simple circuit logic, elementary number theory, sequences and summations, methods of proof (direct, by contradiction, by contraposition, by induction), set theory, graph theory, combinatorics, and discrete probability.

CSCI 294. Contemporary Programming Topics • 3 credits

Addresses the design, implementation, and testing of computer programs using a contemporary programming language different than CSCI-195. The specific programming language used may vary among course offerings. This course may be repeated for credit provided the programming language is not repeated. Prerequisites: CSCI 185, with a minimum grade of C or 195, with a minimum grade of C.

CSCI 295. Programming II • 3 credits

Continuation of CSCI 195. Examine advanced programming language techniques as they apply to problem solving. Topics included inheritance, multi-threading, network programming, recursion, and an introduction to data structures. All topics stress good software engineering practices and debugging techniques. Prerequisites: CSCI 195, with a minimum grade of C.

CSCI 300. Systems Analysis and Design • 3 credits

Develops ability to analyze and design business information systems. A structured approach to the systems development life cycle (SDLC) is emphasized as a methodology for developing information systems requirements and design specifications. Explores modeling techniques throughout the SDLC by using CASE technologies. Prerequisites: CSCI 195; with a minimum grade of C.

CSCI 310. Data Structures • 3 credits

Introduces the fundamental concepts of data structures and the algorithms that proceed from them. Topics include recursion,

fundamental data structures (including stacks, queues, linked lists, hash tables, trees, and graphs) searching and sorting, and the basics of algorithmic analysis. Many data structures are implemented using a high level programming language. Prerequisites: CSCI 281 and 295.

CSCI 315. Cybersecurity Management • 3 credits

Provides students with the ability to develop plans and processes for a holistic approach to cybersecurity in an organization. Examines the economic and managerial aspects of integrating cybersecurity throughout the organization. Cybersecurity is a multifaceted discipline impacting all realms of an organization, from incident response and access control procedures to protecting intellectual property. Topics encompass broad coverage of the cybersecurity Common Body of Knowledge (CBK), focusing on operational, tactical, and strategic planning and management. Prerequisite: CSCI 250, with a minimum grade of C.

CSCI 320. Computer Architecture • 3 credits

Introduces the organization and architecture of computer systems, beginning with the standard von Neumann model and then moving forward to more recent architectural concepts. Topics include Boolean functions, logic design, combinational and sequential circuits, basic computer organization (CPU, memory, and input/output), microprogramming, pipeline architecture, and multiprocessing. Prerequisites: CSCI 140, with a minimum grade of C; and CSCI 281.

CSCI 330. Web Programming • 3 credits

Examines both client-side and server-side programming. Client-side programming includes JavaScript, HyperText Markup Language (HTML5), Cascading Style Sheets (CSS3), and the Document Object Model (DOM). Server-side programming includes web servers, PHP, and MySQL. Prerequisites: CSCI 185, with a minimum grade of C or 195, with a minimum grade of C.

CSCI 335. Cybersecurity and Hacking • 3 credits

This course introduces fundamentals of security matched with hands-on offensive and defensive skills. Cybersecurity basics, common vulnerabilities and attacks, exploitation techniques, and strategies for protecting and hardening applications are also addressed through videos, projects, labs, and hands-on experiences. Prerequisite: CSCI 250, with a minimum grade of C.

CSCI 360. Database Management Systems • 3 credits

Introductory course stressing the role of databases and database management systems in contemporary organizations. Relational database design, implementation, and maintenance techniques are introduced through the use of Entity-Relationship diagrams, structured query language and normalization processes. Prerequisites: CSCI 140, with a minimum grade of C.

CSCI 365. TCP/IP Fundamentals • 3 credits

Study the Transmission Control Protocol/Internet Protocol (TCP/IP) and its auxiliary protocols. Topics include - TCP/IP TCP functions, IP addressing, ARP, DHCP, DNS, SSH,

firewalls, routing, subnetting and supernetting, VLANs, and internet security. Prerequisites: CSCI 140, with a minimum grade of C, and 270, with a minimum grade of C.

CSCI 375. Network Forensics • 3 credits

An introduction to network-based incident handling, investigative methods, tracking, evidence collecting on network-based systems. Detailed analysis of log and system files, intrusion detection/protection techniques are introduced. Hands-on work with compromised systems and case studies of computer break-ins. Prerequisites: CSCI 250, 270, with a minimum grade of C; and CSCI 365.

CSCI 393. Algorithm Design and Analysis • 3 credits

Introduces formal techniques to support the design and analysis of algorithms, focusing on both the underlying mathematical theory and practical considerations of efficiency. Topics include algorithm design techniques (brute force, divide and conquer, dynamic programming, and greedy), asymptotic complexity bounds, recurrence relations, sorting, searching, basic graph algorithms, and NP-completeness. Prerequisites: CSCI 195, with a minimum grade of C; and CSCI 281.

CSCI 400. Programming Language Concepts • 3 credits

Study of theoretical aspects of programming languages. Topics include general syntax and semantics, axiomatic semantics, context free grammars, regular expressions, finite automata, Turing machines, and parameter passing. Imperative, Functional and Logic programming paradigms are explored. Prerequisites: CSCI 185, with a minimum grade of C or 195, with a minimum grade of C.

CSCI 410. Operating Systems • 3 credits

Introduces the fundamentals of operating systems design and implementation. Topics include an overview of the components of an operating system, mutual exclusion and synchronization, implementation of processes, scheduling algorithms, memory management, concurrency, and file systems. Prerequisites: CSCI 185, with a minimum grade of C or 195, with a minimum grade of C.

CSCI 415. Computer and Network Security • 3 credits

Presents the basic concepts and techniques for securing a computer system and for securing information systems in a network environment. Topics include site security, security management, intrusion detection/protection, integrity management, and event recovery. Prerequisites: CSCI 250, 270, with a minimum grade of C.

CSCI 425. Computer Forensics • 3 credits

Introduction to computer forensics including: investigative methods and evidence collecting techniques appropriate for detailed and analysis of storage media. Students participate in hands-on work with comprised systems and examine case studies of data storage images. Prerequisites: CSCI 140, 250, and 270, all with a minimum grade of C.

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

Explores legal, ethical, and social implications of computing from the perspectives of citizen and computing professionals. Examines ethical theory in the context of computing, ethical codes for computing professionals, and current law and court precedents as they pertain to ownership of software and digital creations, privacy, free expression, and data security. Topics include the impact of electronic media on intellectual property, privacy threats from government and business databases, censorship of the Internet, government control of encryption, computer system reliability, and hacking and computer crimes. Prerequisites: ENGL 101, with a minimum grade of C; and Junior or senior standing.

CSCI 450. Network Operating System Topics • 3 credits

Get experience designing, installing, and managing a computer network using a current Network Operation System. Topics include Cisco Routing, Windows Server, and UNIX. This course may be repeated for credit as long as the topic is not repeated. Prerequisites: CSCI 270, with a minimum grade of C.

CSCI 470. Advanced Computer Networks and Data Communications • 3 credits

Extends understanding of network topics such as network protocols, topologies, frame relay, ATM, virtual networks, WAN, encryption, and other current topics. Prerequisites: CSCI 270, with a minimum grade of C.

CSCI 475. Capstone Seminar • 3 credits

General topics and readings in core computer networking technologies and management issues providing a foundation for integrating communications skills through research paper development, technical writing, group decision-making, and business presentations. Prerequisite: Senior standing in CNA or Cybersecurity major.

CSCI 480. Topics in Computer Science • 1–3 credits

This course serves as a vehicle for offering a variety of topics in the rapidly changing field of computing. The course may be repeated with different topics. Prerequisite: 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: Instructor permission.

CSCI 499. Internship in Computer Science • 1-3 credits

Experiential learning in a professional business setting based on an agreement between the advisor, student and sponsoring organization on learning contract, placement, academic project, and evaluation. Students prepare a résumé and participate in the job screening process. Emphasizes the relationship between practical experience and academic course work. This course may be repeated for up to 3 credits. Pass/Fail. Prerequisite: Instructor permission.

Criminal Justice

+CRJU 101. Introduction to Criminal Justice • 3 credits

This course focuses on the historical and philosophical development of American criminal justice system. Students will survey the functioning of the justice system from the perspectives of the police, courts and corrections.

CRJU 102. Introduction to Law Enforcement • 3 credits

Introduction to the social scientific study of police in the United States. Examine the historical development of police, the functions of police, different types and styles of policing, and factors affecting policing in the U.S. Prerequisite: CRJU 101.

CRJU/SOC 200. Research Methods in Sociology and Criminal Justice • 3 credits

Introduce undergraduate sociology and criminal justice majors to the social science methodology used to explore and explain the phenomenon of social problems, especially crime and criminal justice. Focus on how social scientists develop research designs and the methods with which they analyze data. Prerequisite: SOC 101 or CRJU 101.

CRJU 221. Criminal Law and Procedure • 3 credits

An examination of the goals and purposes of the American criminal law. This course explores statutory interpretation, the elements of various offenses, and defenses to criminal charges. 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 303. Police, Problems, and Practices • 3 credits

Examines how law enforcement agencies, faced with budgetary constraints, balance social, legal and political interests when developing responses to community problems. Explore issues of accountability and responsibility, civil liability, and integration of technology, police misconduct, excessive use of force, and selection. Prerequisites: CRJU 101, 102.

CRJU 311. The Constitution and Criminal Justice • 3 credits

Examines the organization of the American judicial system, the historical origins of the Constitution and the Bill of Rights. Explore the rights of the accused that are protected by the Constitution. Prerequisite: CRJU 101.

CRJU 313. Offender Treatment and Theories • 3 credits

Discusses the foundations of correctional settings. Discuss theories pertaining to the treatment of offenders as well as the classification of offenders. Prerequisite: CRJU 101.

CRJU 314. Probation, Parole, and Community Corrections • 3 credits

Examine probation and parole, treatment philosophies, and strategies for supervision in the community. Practice in use of pre-sentence investigation and examination of innovations in

community-based correctional alternatives. Prerequisite: CRJU 101.

CRJU 316. Juvenile Justice • 3 credits

Crime and delinquency as an individual and social problem. Included are conceptual models of social deviance, theories of criminal and delinquent behavior and the administration of justice in democratic society. Applied research project required. Prerequisite: CRJU 101 or SOC 101.

CRJU 342. Criminal Evidence and Investigation • 3 credits

Examine the process of investigating crimes beginning with the first officer on the scene and ending with prosecution. Emphasis is placed on search and seizure, suspects' rights to counsel, interviewing practices, and expert witnesses. Prerequisite: CRJU 101.

CRJU 350. Serial Homicide • 3 credits

Examine the phenomenon of the serial killer from the perspectives of psychology, sociology, and criminology. It explains the emergence and significance of the term, and analyzes the contribution of the FBI in establishing the serial killer in the public mind as a particularly modern type of social problem requiring the knowledge of science and technology to control. Analyze the phenomenon from a historical and cultural anthropological perspective, giving consideration to the ways that technologies have been used to react to, define, and create the images that haunt us. Prerequisite: CRJU 101.

CRJU 401. Individual Research • 3 credits

Applied research in a related area of interest to the student. Requires an empirical component in the research design. Arranged in consultation with the instructor. Enrollment subject to instructor approval.

CRJU 402. Directed Readings • 1–3 credits

Specialized readings and reviews on an independent basis. May be repeated for a maximum of three credits if topics differ. Requires departmental approval.

CRJU 403. Workshop • 1–3 credits

Practical skill development opportunities useful to criminal justice practitioners. May be repeated for a maximum of three credits if topics differ. Requires departmental approval.

WI-CRJU/SOC 407. Capstone in Sociology and Criminal Justice • 3 credits

Capstone seminar focusing on the application of social science methods and theory to current issues in sociology and criminal justice. Prerequisites: SOC/CRJU 430, 460; ENGL 101, with a minimum grade of C.

CRJU 420. Applied Forensics Theory • 3 credits

Provides students with direct instruction in applying forensic science to criminal investigations. Prerequisite: CRJU 101.

CRJU 421. Practicum • 3–6 credits

Field observation and research under professional supervision in a criminal justice or human services related agency. Arranged by the department with chair approval. Pass/No Pass course.

CRJU/SOC 430. Data Analysis in Social Research • 4 credits

Provides students with a practical introduction to the logic of social science research and the process of data analysis. The focus will be on the statistical methods used to answer sociological questions and to explore and explain phenomena relating to the study of crime and the criminal justice system. In the lab, students will use R and R-studio to develop competency in analyzing social data. Lecture and laboratory. Prerequisite: SOC 200 or CRJU 200.

WI-CRJU/SOC 460. Sociological and Criminological Theory • 3 credits

Examines the background, assumptions, and ideas of early sociologists and criminologists as they tried to establish a foundation for sociology and criminology as academic disciplines. Prerequisites: CRJU 101 or SOC 101; Junior or Senior Status.

Digital Filmmaking

+DFLM 115. Introduction to Film History • 3 credits

This course is an introduction to the artistic, cultural and academic importance of film. It is a survey course that introduces film theory and terminology to students. The course will explore some of the most important film movements from the silent era to contemporary production.

Early Childhood Education

ECE 303. Literacy for Young Children • 3 credits

Foster developmentally appropriate literacy practices for the birth through age 5 populations in child care, and early childhood through preschool classrooms. Techniques supporting speaking, listening, writing and reading are introduced, and children's literature is emphasized. 25 field hours required. Prerequisites: ECE 365; ECSE 204; Admission to the Teacher Education Program (TEP).

ECE 307. Science for Young Children • 3 credits

Learn how to foster a curiosity about the natural and physical worlds; use a hands-on/minds-on approach to planning and teaching science content; organize science instruction so that it meets recommended national, state and district standards; assess a young child's science learning in developmentally appropriate ways; and facilitate STE(A)M lessons. Includes adapting materials, equipment and the environment to meet diverse learning needs. (Requires 20 hours of practicum in PreK – 3rd grade classrooms). Prerequisites: EDUC 312; ECE 365; ECSE 204, 311, 420; Admission to EEP.

ECE 308. Social Studies for Young Children • 3 credits

Develop and implement learning experiences for preprimary and primary children with focus on multicultural and nonsexist content that includes development of responsibility, aesthetic,

artistic, physical, cognitive, emotional and social attributes. Emphasis placed on the planning, implementation, and evaluation of developmentally appropriate social studies curriculum goals, content, and teaching practices. Unstructured and structured play including games and rhythms will be stressed. Includes the adaptation of materials, equipment, and the environment to meet diverse learning needs. Prerequisites: EDUC 312; ECE 365; ECSE 204, 311, 420; Admission to TEP.

ECE 350. Math Education for Young Children • 4 credits

Teaches how to help young children make important connections among physical, pictorial, graphic, symbolic, verbal and mental representations of mathematical ideas. Incorporates constructive activities to help children develop mathematical reasoning and to understand fundamental operations as outlined in state standards for math curriculum. (Requires 30 hours of practicum in PreK – 3rd grade classrooms). Prerequisites: ECSE 420; EDUC 312; Admission to TEP.

ECE 365. Early Childhood Development • 3 credits

Child growth and development for infants, toddlers, preprimary and primary school children, both typical and atypical in areas of cognition, communication, physical motor, social-emotional, aesthetics and adaptive behavior. Explore individual differences in development and learning, including risk factors, developmental variations, and developmental patterns of specific disabilities and special abilities. Prerequisite: EDUC 284; Corequisite: ECSE 204. Admission to TEP.

ECE 381. Health, Nutrition, and Public Policy • 3 credits

Study the role of health, safety, and nutrition in the growth and development of young children, and the effect of nutrition on the learning process. Focus is on the promotion of health, safety, and nutritional practices that support cognitive, social, emotional, cultural and physical development of young children birth to age 8. This includes the implementation of appropriate appraisal and management of health, safety, and nutritional concerns of young children. Procedures for children with special health care needs are incorporated. Learn how to recognize signs of neglect in young children related to nutrition i.e. physical, emotions and mental learning process including advocacy, legislation, and public policy. Prerequisites: EDUC 312; ECE 365; ECSE 204, 420. Admission to TEP.

Early Childhood Special Education

ECSE 204. Introduction to Early Childhood Education: Birth to Age 8 • 3 credits

An overview of intervention from birth through the age eight population including typical infants, toddlers, preprimary and primary children and those with special health concerns, developmental delays, and at-risk conditions including children with sensory impairments, physical disabilities, emotional and behavioral disorders, and learning disabilities. Applies theories and knowledge of dynamic roles and relationships between families, schools, and communities. Identifies resources and service delivery options in meeting the needs of children birth through age eight and develops an understanding of the Individual Family Service Plan (IFSP) and the Individual

Education Plan (IEP) process. Prerequisite: EDUC 284.
Corequisite: ECE 365 (required). Admission to TEP.

ECSE 311. Assessment of Young Children • 3 credits

Teaches skills in administering informal and formal assessments and in interpreting information from testing and observation for the purpose of monitoring development and planning intervention for young children. Links assessment techniques to planning, implementing and evaluation curriculum goals and teaching practices for infants, toddlers, preprimary and primary children based on the needs and interests of individual children, their families, and community. Prerequisites: EDUC 309; ECE 365. Admission to TEP.

ECSE 321. Management of Young Children • 3 credits

Students study behavior management, preventive discipline, quality program design, program administration, positive guidance, transition, collaboration, and ethical standards that support the development, learning, and well-being of all young children. This includes the administration, design, and implementation of physically and psychologically safe and healthy indoor and outdoor environments to promote the development of young children. Staff supervision and evaluation plus program development is included. (Requires 10 hours practicum) Prerequisites: EDUC 312; ECE 365; ECSE 204, 420. Admission to TEP.

ECSE 410. Infant Toddler Curriculum and Methods • 3 credits

Students will plan, implement and learn to evaluate developmentally and individually appropriate curriculum goals, content and teaching practices for infants and toddlers based on the needs and interests of individual children and their families. Techniques for adapting material, equipment and the environment will be emphasized to meet social, cognitive, physical motor, communication, and medical needs for children of varying abilities. 25 field hours required. Prerequisites: ECE 365; ECSE 204. Admission to TEP.

ECSE 420. Developmental Curriculum and Methods: Ages 3 to 6 • 3 credits

Approaches to early childhood education for pre-primary children of typical and atypical needs. Students learn appropriate curriculum goals, content, teaching practices and assessment. 25 field hours required. Prerequisites: ECE 365; ECSE 204. Admission to TEP.

Economics

+ECON 100. Principles of Microeconomics • 3 credits

Introduction to economic theories for real-world business and public policy decisions.

ECON 201. Principles of Macroeconomics • 3 credits

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

ECON 308. Real Estate Economics and Finance • 3 credits

Analyze the area of real estate by examining terms and concepts as commonly applied within the business environment. Topics include the legal characteristics of real estate, financing media, location theory, ownership, contracts and rights. Prerequisites: ECON 100, 102; or instructor consent.

Education, School of

EDUC 205: Introduction to the Teaching Profession • 2 credits

Designed to provide students with an introduction to the expectations and responsibilities associated with teaching in America's schools. Explore professional teaching standards, lesson design, current issues in education, as well as complete the process for applying for admission to the Teacher Education Program. Students required to complete at least 40 hours of field observation in a local school. Course intended for students with no previous experience in a Pre K-12 school setting. Prerequisites: Pre-education status. Completion of a minimum 12 semester hours credit before enrollment and cumulative GPA of 2.7. Students must also either have taken or be enrolled in EDUC 282 and 284, *except* for Music Education majors, who will enroll in MUS 324 in lieu of EDUC 282 in their second or third year of study. **A course fee is assessed to cover required fingerprinting/background checks, ID cards and other course related expenses.**

EDUC 207. Orientation to Teaching • 1 credit

Provides orientation to the performance based approach utilized in teacher education at St. Ambrose. This course is intended for transfer students who have completed 40 field hours. This course does not require field hours. Prospective EEP students must enroll in either EDUC 205 or 207. Prerequisites: Completion of a minimum of 12 semester hours credit before enrollment and a cumulative GPA of 2.7. Students must already have met the 40 field hour requirement either by documented completion of the hours at another college or university or through documented teaching experience such as in the position of a paraeducator or substitute teacher. Since this course is designed for transfer students, it should be taken during the student's first semester at St. Ambrose. Students must also either have taken or be enrolled in EDUC 282 and 284. **A course fee is assessed to cover required fingerprinting/background checks, ID cards and other course related expenses.**

EDUC 208. TaskStream Assessment • 0 credit

Directly tied to the Teacher Education Program's assessment system, Task Stream. Students are required to attend one seminar intended to introduce and train them on the program and explain its the benefits. This training will assist students in using the system and document their understanding for future accreditation visits.

EDUC 282. Educational Technology • 2 credits

An introduction to a variety of technologies and media used in the classroom. Learn and use technology in the K-12 classroom through assignments, class workshops, presentations, discussions, and literature.

+EDUC 284. Child and Adolescent Development • 3 credits

Studies the physical, cognitive, emotional and social development from prenatal through adolescence.

d1 EDUC 300. The Pluralistic Classroom • 3 credits

"Pluralism" can be defined as the equal coexistence of diverse cultures in a mutually supportive relationship and is based on the idea that there should be an equality of opportunity for all, respect for human dignity, and the philosophy that no single set of beliefs/practices is good for everyone. As the American society becomes increasingly diverse, it is essential the teachers create a classroom environment that supports cultural pluralism. This is an examination of the human differences that may be present in the Pre-K-12 classroom and how those differences can impact learning. Prerequisites: Admission to the Teacher Education Program; EDUC 284; or instructor permission.

WI-EDUC 301. History and Philosophy of Education • 3 credits

Introduces students to the history of American schooling from the Colonial period to the present. This study includes the legal foundations of education in America, school governance, and the philosophies/philosophers that have influenced teaching and learning in the United States. As a writing intensive course, students will be expected to conduct historical research, read current literature relative to issues impacting schools in the 21st Century, and write a personal philosophy of education based on recognized educational thinking. Prerequisites: Admission to the Teacher Education Program; ENGL 101, with a minimum grade of C.

EDUC 302. Foundations of ESL/Bilingual Education • 3 credits

Provides an introduction to the historical, philosophical, political, social, and educational issues that have contributed to public policy regarding services for language minority students. Historical trends and legal issues related to bilingual education in the United States will be discussed. Instructor places a comprehensive focus on the theoretical foundations of English as a second language and effective instructional practices for English Language Learners in our schools.

EDUC 305. Secondary Methods • 3 credits

Provides information and practice regarding lesson and unit planning, classroom management, teaching techniques, and micro-teaching. 50 field hours required. (Department methods of art and music are accepted in place of this course.) Prerequisites: Admission to the Teacher Education Program; EDUC 284.

WI-EDUC 309. Educational Psychology: Tests and Measurements • 3 credits

Psychological principles in teaching and learning, preparation and use of devices to evaluate learning and instruction. Prerequisites: Admission to the Teacher Education Program; ENGL 101, with a minimum grade of C; EDUC 284.

EDUC 311. Assessment & Testing in ESL • 3 credits

Through text and online readings, examine in-depth the major categories of language assessment. Students will: 1) survey

varying approaches to evaluating language sub-skills (such as speaking, listening, reading, and writing); 2) distinguish between tests designed for language proficiency from those designed to detect learning programs; 3) investigate models of language assessment; 4) examine standardized tests and their appropriate application, distinguishing between those that assess knowledge of language structure from those that evaluate communicative skill; and 5) critique research being done in the area of testing in a second language. Prerequisite: EDUC 309 or English Department approval.

EDUC 312. Curriculum Development for Young Children (Ages 5–8) • 3 credits

Techniques of planning, presenting and evaluating child centered experiences for young children of typical and atypical needs, with emphasis on kindergarten to grade three. Required field hours. Prerequisites: Admission to the Teacher Education Program; ECE 365; ECSE 204.

EDUC 329. Methods of Teaching Social Studies • 3 credits

Focuses on techniques for teaching social studies content appropriate to K-6 curricula including social action and multiculturalism. Emphasizes classroom management and building classroom communities. Projects include a management plan, creation of original classroom artifacts, and lesson planning. Field hours required. Prerequisites: Admission to the Teacher Education Program; EDUC 284.

EDUC 330. Teaching Foreign Language in Elementary Schools • 1 credit

For students seeking K-6 teacher certification in French, German or Spanish; content includes theories, methods and practices of teaching foreign languages in elementary schools. Prerequisite: Admission to the Teacher Education Program

EDUC 336. Content Reading • 3 credits

Examines literacy skills and instructional needs of middle and secondary school students, with emphasis on teaching and management techniques for a range of reading levels. Strategies for teaching comprehension study skills and recreational readings are introduced (50 field hours required in a secondary school setting). Prerequisites: Admission to the Teacher Education Program; EDUC 284.

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

Field-based course, delivered and taught by a skilled 7-12 teacher, provides the future English/language Arts and Literature teacher with methods and techniques for establishing, maintaining and documenting an effective, well-organized classroom and curriculum which meets the needs of diverse learners. Prerequisites: Admission to the Teacher Education Program; EDUC 284, 309.

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

Field-based course, delivered and taught by a skilled 7-12 teacher, provides the future teacher of history, political science, or economics with methods and techniques for establishing,

maintaining and documenting an effective, well-organized classroom and curriculum which meets the needs of diverse learners. Prerequisites: Admission to the Teacher Education Program; EDUC 305 or 336.

EDUC 342. Teaching Business in the Secondary School • 1 credit

This field-based course is delivered and taught by a skilled 7-12 teacher and provides the future business teacher with methods and techniques for establishing, maintaining and documenting an effective, well-organized classroom and curriculum which meets the needs of diverse learners. Prerequisites: Admission to the Teacher Education Program; EDUC 305 or 336.

EDUC 343. Teaching Science in the Secondary School • 1 credit

Field-based course, delivered and taught by a skilled 7-12 teacher, provides the future teacher of science with methods and techniques for establishing, maintaining and documenting an effective, well-organized classroom and curriculum which meets the needs of diverse learners. Prerequisites: Admission to the Teacher Education Program; EDUC 305 or 336.

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

Field-based course, delivered and taught by a skilled 7-12 teacher, provides the future teacher of a foreign language with methods and techniques for establishing, maintaining and documenting an effective, well-organized classroom and curriculum which meets the needs of diverse learners. Prerequisites: Admission to the Teacher Education Program; EDUC 305 or 336.

EDUC 352: Teaching the Biological and Earth/Space Sciences K-8: Content and Methods • 2 credits

Become familiar with biological and earth/space science content common to K-8 curricula as well as current science-teaching best practices including hands-on guided discovery, inquiry-based learning, and management of students in a laboratory setting, and learning through the use of technology and science literature. Course requirements include lesson and unit planning, development of curriculum materials, and completion of reports based on laboratory exercises and long-term observation. 10 hours of practicum work in a science classroom required. Prerequisites: Admission to the Teacher Education Program; EDUC 284.

EDUC 353: Teaching the Physical Sciences K-8: Content and Methods • 2 credits

Become familiar with physical science (chemistry and physics) content common to K-8 curricula as well as current science-teaching best practices including hands-on guided discovery, inquiry-based learning, and management of students in a laboratory setting, and learning through the use of technology and science literature. Course requirements include lesson and unit planning, developing curriculum materials, and completing reports based on laboratory exercises and long-term observation. 10 hours of practicum work in a science classroom required.

Prerequisites: Admission to the Teacher Education Program; EDUC 284. Corequisite: EDUC 352.

EDUC 354. Methods of Teaching Mathematics (K-8) • 4 credits

Current issues, approaches and materials in elementary school mathematics teaching, including philosophy and objectives, technology, curricula problems, and review of current literature. Background for meaningful teaching of whole numbers and fractions with special emphasis on planning instruction for children at the K-8 level. Field hours in a mathematics classroom required. Prerequisites: Admission to the Teacher Education Program; EDMATH 210, 211; EDUC 284.

EDUC 355. Methods of Teaching the Catholic Faith (K-12) • 3 credits

For students interested in teaching religion in Catholic K-12 programs an orientation to Catholic Catechesis and an exploration of topics generally taught at the K-12 levels including faith, liturgy and sacraments, Catholic morality, prayer and spirituality, and scripture. Complete a practicum experience in teaching the Catholic faith at a selected grade level. Prerequisites: EDUC 205 or 207; 6 credits from THEO or CATH.

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: Admission to the Teacher Education Program; EDUC 284; ENGL 101 with a minimum grade of B; or permission of instructor.

EDUC 369. Child and Adolescent Literature • 2 credits

Evaluation of quality literature written for and read by children and young adolescents. Methods of choosing books related to promoting reading as an enjoyable and meaningful activity and developing competence in presenting literature to children and adolescents (including oral interpretation of literature and creative dramatics). Graduate students complete young adult module. Prerequisites: Admission to the Teacher Education Program; EDUC 284.

EDUC 371. Language Arts and Reading in the Elementary Schools: K-3 • 3 credits

Designed to teach students about curriculum organization and instructional planning for children in kindergarten through grade 3. Strategies for language development in primary children are explored. Includes methods and materials for teaching all areas of the language arts and developmental reading. Lecture and field hours in a classroom setting are involved. Prerequisites: Admission to the Teacher Education Program; EDUC 284.

EDUC 372. Language Arts and Reading in the Elementary Schools: 4-8 • 3 credits

Learn curriculum organization and instructional planning for children in grades 4-8. Explore strategies for language development in upper primary children. Includes methods and materials for teaching all areas of language arts and

developmental reading. Lecture and field hours in a classroom setting are involved. (25 field hours required in an elementary school setting). Prerequisites: Admission to the Teacher Education Program; EDUC 371.

EDUC 401. ESL Student Teaching • 7 credits

Under the supervision of a cooperating teaching and faculty member, TEP students design and implement lessons for students whose first language is not English. Prerequisites: Completion of all other coursework for the ESL Endorsement. Prerequisite: Admission to the Teacher Education Program

EDUC 403. Observation and Student Teaching: Pre-Kindergarten–Kindergarten • 6 credits

Directed observation and supervised teaching experience. Student required to spend a full day, five days a week, for six weeks at the PK or K levels. Student teaching is a full-time professional obligation. Prerequisites: Admission to the Teacher Education Program; Senior status.

EDUC 409. Observation and Student Teaching: Elementary Grades • 7–15 credits

Directed observation and supervised teaching experience. Student required to spend a full day, five days a week, for a semester in the elementary schools. Student teaching is a full-time professional obligation. Prerequisites: Admission to the Teacher Education Program; Senior status.

EDUC 419. Observation and Student Teaching: Secondary Grades • 12–15 credits

Directed observation and supervised teaching experience. Students required to spend a full day, five days per week, for a semester in a secondary school. Student teaching is a full-time professional obligation. Prerequisites: Admission to the Teacher Education Program; Senior status.

EDUC 430. Observation and Student Teaching: Art • 15 credits

Directed observation and supervised teaching experience. The student is required to spend a full day, five days a week, for a quarter in the elementary schools and for a quarter in the secondary schools. Student teaching is a full-time professional obligation. Prerequisites: Admission to the Teacher Education Program; Senior status.

EDUC 432. Observation and Student Teaching: Music • 15 credits

Directed observation and supervised teaching experience. The student is required to spend a full day, five days a week, for a quarter in the elementary schools and for a quarter in the secondary schools. Student teaching is a full-time professional obligation. Prerequisites: Admission to the Teacher Education Program; Senior status.

EDUC 440. Student Teaching Early Childhood: Birth to 3 • 7-8 credits

Directed observation and supervised teaching experience in a home-based model with infants, toddlers and families. Full day,

five days a week for one half a semester. Student teaching is a full-time professional obligation. Prerequisite: Senior status.

EDUC 441. Student Teaching Early Childhood: Ages 3 to 6 • 7-8 credits

Directed observation and supervised teaching experience in a center-based model with pre-primary age children. Full day, five day a week for one half of a semester. Apply before February 1 of the year prior to student teaching. Student teaching is a full-time professional obligation. Prerequisite: Senior status.

EDUC 442. Student Teaching Early Childhood: Ages 5 to 8 • 7-8 credits

Directed observation and supervised teaching experience in a school-age classroom with primary children, kindergarten-third grade. Full day, five days a week for one half of a semester. Student teaching is a full-time professional obligation. Prerequisite: Senior status.

EDUC 452. 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. Prerequisites: Admission to the Teacher Education Program; EDUC 371.

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. Lecture and laboratory. Prerequisites: Admission to the Teacher Education Program; EDUC 369, 372, 452.

EDUC 455. Middle School Psychology • 3 credits

Examines growth and development of the middle school age child with particular emphasis on social, emotional, physical and cognitive characteristics and needs of middle school children. Examines role of teacher in assessment, coordination and referral of students to health and social services. Prerequisites: Admission to the Teacher Education Program; EDUC 284, 309.

EDUC 456. Teaching Reading to Adolescents • 3 credits

Assessment of adolescent reading and study skills in various content areas. Methods and materials used in teaching developmental reading and study skills in junior high through senior high school content courses will be taught. Prerequisites: Admission to the Teacher Education Program; Junior status.

EDUC 459. Elementary Content Reading • 3 credits

Undergraduate teacher-preparation course focuses on methods and strategies designed to maximize elementary student content area learning (e.g., social studies, science, literature, math, art, music, etc.) using literacy strategies. Literacy strategies

discussed enhance learning by improving students' abilities to read, write, study, and think critically in the language of the content area. Incorporates technology and requires the student do a learning designed project to reinforce strategies learned. Prerequisites: Admission to the Teacher Education Program; EDUC 452.

EDUC 460. Developing Evidence-Based Reading Instruction Programs • 1 credit

Provide students with the organizational skills needed to develop appropriate evidence-based reading instructional practices. Synthesize information from previous reading and language arts classes in order to organize evidence-based reading instruction programs and organize instructional reading strategies. Prerequisite: Admission to the Teacher Education Program; Corequisite: EDUC 453 or instructor permission.

EDUC 461. The Middle School • 3 credits

Coursework includes middle school philosophy, curriculum design, assessment, developmentally appropriate instructional methods including but not limited to interdisciplinary teaming, and content area reading instruction. Prerequisites: Admission to the Teacher Education Program; EDUC 284.

EDART 370. Elementary Art Methods • 2-3 credits

Concentrates on visual aesthetics, two- and three-dimensional arts, national and state art standards, and information useful to the elementary art teacher. Includes 25 field practicum hours for Art majors.

EDART 380. Secondary Art Methods • 3 credits

Concentrates on visual aesthetics, two- and three-dimensional arts, national and state art standards, and information useful to the secondary art teacher. Includes 25 field practicum hours.

EDCOMM 325. Introduction to Speech Pathology • 3 credits

Review of language development, nature, causes and treatment of speech and hearing problems using assistive technology and augmentative communication systems. Practical course for early childhood, elementary, secondary, and special education teachers. Prerequisite: Take EDUC 208; minimum grade P.

EDENGL 230. The Structure & Grammar of English • 3 credits

Provides a survey of the English language, its constituents and their relationships for students intending to enter ESL classrooms. Required for those seeking the ESL endorsement in the TEP or the ESL minor in the English department. Offered annually in hybrid format in the fall only.

EDENGL 230 Prerequisites: ENGL 101.

EDENGL 380. Teaching English as a Second Language in the Elementary School • 3 credits

Addresses the techniques, methods and materials for Teaching English as a Second Language to children. Sociocultural factors of second language acquisition are explored. Students will design, implement, and evaluate lesson plans for English Language Learners (ELLs) through a 15-hour practicum that

includes classroom observations, lesson preparation, and practice teaching. Prerequisite: EDENGL 230 or ENGL 313.

EDENGL 381. Teaching English as a Second Language: Secondary and Post-Secondary Learners • 3 credits

A course addressing the theory and practice of teaching English as a second language to learners at the secondary level or older. Includes lectures, workshops, and teaching practicum. There is a classroom observation of English Language Learners (ELLs) through a 25-hour practicum. Prerequisite: EDENGL 230 or ENGL 313.

+EDGEOG 201/NSCI 205. Physical Geography • 3 credits

Natural environment with emphasis on spatial interaction of elements, resources and their uses.

EDMATH 210. Theory of Arithmetic • 3 credits

Limited to candidates for elementary teaching licensure or certificate. Topics include problem solving strategies, sets and elementary number theory and number systems.

EDMATH 211. Mathematics Concepts for Teachers • 3 credits

Gives prospective elementary school teachers insights into the application of mathematical reasoning, critical thinking skills, and topics related to mathematical content standards - algebra, geometry, measurement, and data analysis and probability. This includes the process standards of problem solving, reasoning and proof, connections, communication and representation within each content standard identified in Principles and Standards for School Mathematics, NCTM (2000).

Prerequisites: EDMATH 210; EDUC 205 or 207; EDUC 284; Admission to the Teacher Education Program.

EDMATH 340. Secondary Math Methods • 3 credits

Current issues, methods, and materials in teaching mathematics at the secondary level. Students will critically consume and apply research with local and national standards to plan, deliver, and evaluate effective instruction. Students are required to complete a field component of 25 class contact hours.

Prerequisites: MATH 192; EDUC 309; Admission to Teacher Education Program.

WI-EDMATH 395. Seminar in Mathematics • 1 credit

Project-based course in selected pure or applied mathematics topics. Introduction to undergraduate research. Written presentation and group discussion on selected mathematical topics and applications. Externally-normed, standardized assessment administered as final. Prerequisites: Instructor consent; ENGL 101, with a minimum grade of C.

EDMUS 244. Music for the Elementary Classroom • 2-3 credits

Provide elementary education teachers materials and skills for teaching music in the classroom. Emphasis on basic theory, ukulele, drums and singing. Twenty-five hours of field experience required for music education majors.

Engineering

ENGR 106. Introduction to Engineering Design and Analysis • 2 credits

An introduction to engineering concepts, the engineering design process, critical thinking, analysis, and the role of ethics. The course addresses some of the confounding issues facing engineers and problem solvers. A significant design project is completed in groups. Two hours lecture.

ENGR 126. Makerspace Design Lab • 1 credit

An introduction to 3D design in a Makerspace. Students will use computer aided design (CAD) and rapid prototyping equipment to design and create original work. The course teaches safe and proper use of prototyping tools and equipment such as 3D printers, laser engravers and bench top power tools for design projects.

ENGR 156. Computational Tools for Engineering • 1 credit

An introduction to computational and design software for engineers. Topics include fundamental computer-aided design (CAD) techniques for creating parts, assemblies, and drawings. The course teaches students computer programming concepts and best practices by integrating practical engineering software.

ENGR 201. Engineering Service • 0 credit

Students are required to demonstrate service to the discipline in the form of volunteer work. For example, service hours may be earned by participating in sponsored outreach programs, judging sponsored engineering events, science fairs, or invention competitions.

ENGR 220. Engineering Statics • 3 credits

Vector and scalar treatment of forces. Resultants, equilibrium friction, centroids, moments and products of inertia, external, and internal forces. Applications to pulleys, trusses, frames, beams. Prerequisite: MATH 192, PHYS 251. Corequisite/Prerequisite: ENGR-156.

WI-ENGR 251. Engineering Design Laboratory • 3 credits

A laboratory course in which students design mechanical devices or systems. Projects will be completed in multidisciplinary teams. Students will learn team work, project management, technical communication, design, and social responsibility. Prerequisites: ENGR 106 ; IL 101; ENGL 101, with a minimum grade of C. Corequisite/Prerequisite: ENGR 126, 156, 201.

ENGR 265. Engineering Economy • 3 credits

Evaluation of private and public sector project alternatives in quantitative and qualitative terms. Cost/benefit analysis. Time value of money and application of this concept to evaluation of economic feasibility and comparison of alternatives. Evaluation methods: present value, return on investment and payback. Corequisite: MATH 191.

ENGR 270. Materials Science • 3 credits

Introduction to the structure of metals, polymers and ceramics. Examination of the crystal structure and imperfections in metals,

as well as mechanical, physical, and chemical properties and failure mechanisms of materials. Phase equilibrium diagrams will be presented and heat treatment principles discussed. Engineering applications will be emphasized. Prerequisite: CHEM 103 or CHEM 104 or CHEM 105.

ENGR 296. Manufacturing Processes for Engineering Materials • 2 credits

Fundamentals of manufacturing processes including founding processes, machining, forming, and assembly. Provides knowledge and ability to apply computer-aided manufacturing technology as a cost-effective strategy. Two hours of lecture per week.

ENGR 301. Engineering Participation • 1-6 credits

Students are required to participate in professional development activities related to STEM disciplines, primarily engineering. For example, progress towards meeting this requirement may be earned by attending a STEM symposium, seminar, or workshop, attending conferences, presenting or publishing original work, completing an internship or research experience.

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.

ENGR 303. Strength of Materials • 3 credits

Plane stress, plane strain, stress-strain relationships, and elements of material behavior. Elements of stress and deformation analysis applied to members subject to centric, torsional, flexural and combined loadings. Elementary considerations of theories of failure, buckling, repeated and impact loads. Prerequisites: ENGR 220, 270.

ENGR 320. Research Topics • 1-3 credits

Field design, laboratory, or library research of an approved topic in engineering. Must be different from other courses, but may be an extension of an existing course. May be repeated once for credit. Prerequisite: Instructor approval.

ENGR 401. Engineering Exit Survey • 0 credit

Complete department exit survey and/or interview. Prerequisite: Final semester engineering student.

English

+ENGL 101. English Composition • 3 credits

Introduction to the writing process with an emphasis on fluency. Students learn to develop and structure their ideas in writing through a variety of one-page assignments and longer papers. Discussions of grammar, mechanics, spelling, and usage are designed specifically around student needs. Counts toward graduation as an elective. A grade of C or better is required to pass this course.

+ENGL 120. Literary Topics • 3 credits

For non-majors. An introductory exploration of literature, focusing on specific themes and topics. Topics will be specified each semester. Cannot be used as an elective credit for English majors or minors. ENGL 120 can be taken more than once to fulfill general education requirements.

ENGL 165/365. Fanfiction • 3 credits

This course introduces students to the study of fan-created transformative works, also known as fanfiction. The course explores how fanfiction can help us better understand the reception and creation of literary work, through analysis of both canonical and fan-created works. Through both analysis and creation of fanfiction, students will learn how engaging with others' works can spur creativity that transforms and reimagines its source material. ENGL 365 further introduces students to the growing scholarly field of fanfiction studies. A student may take ENGL 165 or ENGL 365 for credit, but not both. If taken at the 100 level, the course is for non-majors.

ENGL 199. Creative Forms • 3 credits

A "workshop" introduction to the fundamental models of creative writing including fiction, non-fiction, poetry, and drama. Read and analyze a wide range of modern and contemporary literary texts while adapting studied forms and techniques to their own creative work. In addition to readings and in-class exercises, most course work will revolve around students' sample pieces and eventual portfolio. Prerequisite: ENGL 101.

WI-ENGL 200. Introduction to Literary Studies • 3 credits

An introduction to methods of analysis and writing employed by critics and scholars in English and the variety of critical conversations texts generate in different genres. Writing assignments train students to participate in scholarly dialogues. Prerequisite: ENGL 101, with a minimum grade of C.

+ENGL 201. British Literature I • 3 credits

Survey major literary texts from 8th to 18th century Britain (Medieval, Renaissance and Enlightenment) in the genres of poetry, prose, and drama, with attention to language developments from Old English to Modern English. Prerequisite: ENGL 101, with a minimum grade of C.

+ENGL 202. British Literature II • 3 credits

Survey major literary texts from 18th to 20th century Britain (Romantic, Victorian, and Modernist) in the genres of poetry, prose, and drama, with attention to cultural and historical contexts. Prerequisite: ENGL 101.

+ENGL 210. American Literature I • 3 credits

Survey American literature from the exploration and settlement to the Civil War, emphasizing cultural identity and diversity. Prerequisite: ENGL 101.

ENGL 211. American Literature II • 3 credits

Survey American literature from the Civil War to the present, emphasizing cultural identity and diversity. Prerequisite: ENGL 101.

WI-ENGL 218. Technical Writing • 3 credits

An intermediate class in writing, editing, and designing functional and user-friendly technical documents. Prepares students to compose with clarity, precision, and attention to detail. Attention given to writing for international audiences. Appropriate for all majors. Prerequisites: ENGL 101, with a minimum grade of C.

+d1 ENGL 222. Women's Literature • 3 credits

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

+d1 ENGL 223. Multicultural Literatures • 3 credits

A study of literature from diverse cultural perspectives with a focus on social context. Prerequisite: ENGL 101.

+d1 ENGL 224. Disabilities Literature • 3 credits

An introduction to fiction and non-fiction with a focus on the social model of disability.

+ENGL 240. Fiction into Film • 3 credits

A study of fiction that has been reproduced as film, including a critical examination of the characteristics and techniques of both media and how each can illuminate the other. Prerequisite: ENGL 101.

+ENGL 242. Science Fiction • 3 credits

A study of the development and current state of speculative fiction. Prerequisite: ENGL 101.

d1 ENGL 302. Medieval Literature • 3 credits

Critically examine literature of the Middle Ages, including secular and religious works in the genres of lyric, long narrative poetry, drama, and romance. Prerequisite: ENGL 101.

WI-ENGL 303. Shakespeare • 3 credits

Critically examine Shakespeare's poetry and/or drama by exploring the language of his comedies, tragedies, romances, and/or histories, as well as the ways in which they resonate with the concerns of early modern culture. Prerequisites: ENGL 101, with a minimum grade of C.

d1 WI-ENGL 304. Renaissance Literature • 3 credits

Critically examine literature of 16th and early 17th-century England in its cultural and aesthetic context. Conduct a small research project focusing on historical issues, gender politics in particular, and with attention paid to the literary genres flourishing in the period: poetry, drama, and prose. Prerequisite: ENGL 101, with a minimum grade of C.

ENGL 313/513. Linguistics: Language and Learning • 3 credits

An introduction to the study of the English language, with an emphasis on topics that will be useful for educators. Topics include word and sentence formation, the relationship between language and thought, the impact of social and regional dialects on identity, and the distinctive characteristics of reading.

writing, and speech as expressions of language. Prerequisite: ENGL 101.

WI-ENGL 315. Written Business Communication • 3 credits

Explore practical strategies for writing effective documents common to business, industry, and government. Emphasis is on writing practice and problem-solving through simulated business communication situations. Appropriate for all majors. Prerequisite: ENGL 101, with a minimum grade of C.

WI-ENGL 316. Expository Writing Workshop • 3 credits

An advanced workshop in expository writing intended for students who already have a command of basic essay-writing skills. Prerequisite: ENGL 101, with a minimum grade of C.

ENGL 317. Creative Writing Workshop • 3 credits

A writing workshop focusing on students' poetry and fiction. Prerequisites: ENGL 101.

WI-ENGL 319. Writing about Place • 3 credits

Advanced workshop in non-fiction writing for students interested in place as well as the possibilities and beauties of the English sentence. Students will read works by essential American writers such as Leopold, Abbey, and Dillard. Prerequisites: ENGL 101, with a minimum grade of C.

ENGL 320. Writing Topics • 3 credits

Workshop focused on a specific writing genre or theme such as journals, biography, spiritual reflection, art and theater reviews, humor, or playwriting. Reading, writing exercises, and discussion create the context for student writing. Prerequisite: ENGL 101.

ENGL 330. Advanced Topics in American Literature • 3 credits

An advanced study of specific literary forms, themes, movements or authors of American Literature. Topics will be announced each semester the course is offered. May be taken more than once to fulfill major/minor requirements.

+ENGL 321. Creative Nonfiction • 3 credits

Advanced writing workshop focusing on the use of literary techniques in nonfiction prose with exposure to both traditional and experimental forms. Study of recently published texts in the genre will accompany writing assignments and workshop critiques. Prerequisite: ENGL 101.

ENGL 340. Advanced Topics in British Literature • 3 credits

An advanced study of specific literary forms, themes, movements or authors of British Literature. Topics will be announced each semester the course is offered. May be taken more than once to fulfill major/minor requirements.

ENGL 350. Independent Study • 1–3 credits

Advanced critical study or research in an area agreed upon by student and instructor. Topics are not taught in regularly offered courses. May schedule for a maximum of three credits. Prerequisite: ENGL 101.

ENGL 365/165. Fanfiction • 3 credits

This course introduces students to the study of fan-created transformative works, also known as fanfiction. The course explores how fanfiction can help us better understand the reception and creation of literary work, through analysis of both canonical and fan-created works. Through both analysis and creation of fanfiction, students will learn how engaging with others' works can spur creativity that transforms and reimagines its source material. ENGL 365 further introduces students to the growing scholarly field of fanfiction studies. A student may take ENGL165 or ENGL 365 for credit, but not both.

ENGL 380. Advanced Topics in World Literature • 3 credits

An advanced study of specific literary forms, themes, movements or authors of World Literature. Topics will be announced each semester the course is offered. May be taken more than once to fulfill major/minor requirements.

ENGL 400. Writing Internship • 1–6 credits

Supervised experience working as a writer in a professional environment. Selected candidates keep a journal, write a reflective paper, and submit a portfolio of written work. Credit determined by consulting work supervisor and faculty supervisor. Prerequisites: ENGL 101; Instructor's consent.

WI-ENGL 401. Senior Seminar • 3 credits

Capstone course for majors includes writing a research paper using critical and scholarly methods to explore a student selected topic. Prerequisites: ENGL 101, with a minimum grade of C, 219.

WI-ENGL 415. Advanced Creative Writing • 3 credits

An advanced workshop for students experienced in writing poetry and fiction. Prerequisites: ENGL 101, with a minimum grade of C, 317.

Environmental Studies

ENVS 400. Environmental Studies Capstone • 0-1 credit

Consists of a student-selected/faculty approved fieldwork experience to be completed by graduation. Combines directed internship of field experiences and individualized project. Students are encouraged to pursue an internship and project with a local conservation organization, such as Nahant Marsh, Wapsi River Environmental Education Center, Niabi Zoo or Scott County Parks. A formal public oral presentation of the student's work will culminate the course. Prerequisites: BIOL 109, ENGL 319, PHIL/THEO 311.

Experiential Learning

EXPL 201. Experiential Learning Notation • 0 credit

Non-credit transcript notation to document field-based learning connected to student's major or minor. Provides an opportunity to gain knowledge/skills related to the world of work. Students are required to work at the internship site for a minimum of 75 hours. Supervision will be provided by a professional in the major or minor field of study. May also be used to satisfy

departmental curriculum requirements with faculty approval. Pass/No Pass only. Prerequisites: Completion of 12 credits of college coursework. Internship site must be approved by an Academic and Career Planning Center professional.

EXPL 202. Experiential Learning Internship • 1 credit

Field-based learning connected to the student's major or minor course of study. The course provides the student with an opportunity to gain knowledge and skills necessary to transition in the work environment. Students are required to work at the internship site for a minimum of 75 hours. Supervision will be provided by a professional in the major or minor field of study. May also be used to satisfy departmental curriculum requirements with faculty approval. Pass/No Pass only. Prerequisites: Completion of 12 credits of college coursework. Internship site must be approved by an Academic and Career Planning Center professional.

Finance

FNCE 300. Principles of Finance • 3 credits

Includes coverage of three main topics: markets and institutions; investments; and managerial finance. While corporate topics receives the greatest emphasis, this broad approach appeals to majors and non-majors alike by allowing students to better understand financial information for making business and personal finance decisions. Prerequisites: ACCT 201; ECON 100.

FNCE 311. Investment in a Global Environment • 3 credits

The course provides the student with their first exposure to the knowledge required of an Investment Professional rather than an individual investor. The roles covered include, but are not limited to, Financial Advisors, Financial Analysts, Financial Planners and Portfolio Managers. The focus of the course is to provide the student with a systematic view of how to address the investment decision as an agent for others in the Global financial markets. Topics include, but may not be limited to: knowledge of domestic and international financial markets; styles and strategies of investment, evaluation of managed positions, individual preferences and portfolio choice, type of vehicles for managing risk and alternative investments to bonds and stocks. Prerequisites: ACCT 201, 202; ECON 100, 201; FNCE 300; STBE 237. Corequisites: FNCE 312.

FNCE 312. Corporate Finance • 3 credits

This course seeks to give students a comprehensive introduction to the general principles of corporate financial theory and basics of corporate financial management. The course focuses on applying financial theories and valuation models to corporate financial decision making process and examines a firm's long- and short-term financing alternatives and emphasizes the role of financial analysis in strategic and tactical financial planning. Topics covered include: Asset Pricing; Capital Budgeting; Risk Return; Raising Capital; Cost of Capital; Capital Structure; Dividend Policy; Working Capital Management; and Leasing. Corequisite: FNCE 311.

FNCE 313. Financial Institutions • 3 credits

The course analyzes financial institutions (FIs) with an emphasis on their sources and uses of funds; structure and operation procedures; nature and function of credit; regulatory features; organizational and risk management. This course is designed to provide an understanding of the commercial banking, non-bank FIs (e.g. credit unions, savings and loan associations, finance companies, insurance companies and investment banks), and international financial system, flow of funds through financial intermediaries, regulatory environment, cross-border regulatory cooperation, technology and risk management, and the role of central bank. This course could be focused on some subset of many relevant issues: the management of the institution from the asset and liability perspective, the management of the institution from the risk management perspective, the role of regulation in institutional management, the impact of market consolidation on bank management, the impact of multi-function institutions and the special management issues involved, etc. This course could have a content or case focus, depending on the topics covered. Prerequisites: FNCE 311, 312.

FNCE 411. Derivatives • 3 credits

This course explores the issue of Derivative Financial Claims, claims where the payoffs depend on the value of an underlying asset, real or financial. The course will primarily focus on claims related to equity (Options) and claims related to the underlying asset (Futures); derivative claims based on fixed income instruments and interest rates are covered in FNCE-414, Fixed Income. The course will explore the use of these instruments to create alternative payoff patterns versus convention financial assets, hedging and trading strategies using these assets, the valuation of such assets via arbitrage and the implications of such pricing on the derivative type claims such as the equity of a company. Prerequisites: FNCE 311, 312. Corequisite: FNCE 313.

FNCE 412. Entrepreneurial Finance • 3 credits

This course provides an overview of the financing options for startup businesses and the process of venture capital. A major part of the course will examine the various (real) options that companies have for financing at different stages, from the startup phase through exploitation of growth opportunities to exiting which include IPOs, M&A, restructuring, and renewal of the firm. This course is designed for students who wish to pursue an entrepreneurial endeavor or a career in venture capital, private equity investing, distress investing, or investment management positions of entrepreneurial ventures of any stages. Students taking this course will learn from the perspective of both an investor who is evaluating deals as well as an entrepreneur who is raising capital from different sources. Part of the course is case oriented and aims at instructing the student in how "real world" professional investors and corporate managers operate to create wealth from such situations. Prerequisites: FNCE 311, 312. Corequisite: FNCE 313. Or instructor consent.

FNCE 413. Estate Planning and Wealth Management • 3 credits

This course introduces wealth management and estate planning. It offers a solid foundation for planning a prosperous financial

future in the real world. The course focuses on what a financial planner needs to know in today's markets about income tax planning, retirement planning and estate planning. Investment planning and insurance planning are not covered in this course. Prerequisites: FNCE 311, 312. Corequisite: FNCE 313.

FNCE 414. Fixed Income • 3 credits

This course explores the alternatives to the classical equity and equity-based derivatives choices for investment, focusing on a broad range of fixed income securities. The combination of tough economic times and high volatility in the traditional equity markets during the recent credit crisis (2007-09) drove a large segment of investors to look for alternative investment opportunities such as fixed income securities. This course develops tools, theoretical and analytical framework for valuing and modeling the risk exposures of fixed income securities and their derivatives, with the ultimate goal of deploying these instruments in a financial risk management setting, hedging, market making or speculation. Students will be introduced to a variety of standard and exotic fixed income securities & their derivatives. The sources of their risk and return are modeled, analyzed and estimated. Historical performance of return and risk will be presented. In addition, the course focuses on the benefits of using fixed income securities in financial planning and decision-making purposes. Prerequisites: FNCE 311, 312, 313.

FNCE 415. Insurance and Risk Management • 3 credits

This course provides an overview of the theory, functioning, management and legal background of the insurance industry. It examines the concept of risk, the nature of the insurance device, and the principles of risk management. It increase the students' understanding of the role of risk management and insurance in dealing with events that can adversely affect people, families, firms, and other organizations. Prerequisites: FNCE 311, 312. Corequisite: FNCE 313.

FNCE 416. Corporate Financial Issues and the Company Life Cycle • 3 credits

This course discusses some advanced topics in corporate finance at undergraduate level. The focus is on the strategic investment and financing decisions a firm may need to make during its life cycle in order to maximize shareholders' wealth. The course is case-based, and will cover the following topics: Initial Public Offering, Mergers & Acquisitions, Leveraged Buyout, Corporate Restructuring, and Multinational Corporate Finance & Risk Management etc. Prerequisites: FNCE 311, 312. Corequisite: FNCE 313.

FNCE 417. Topics in Finance • 3 credits

This course is designed to have varying topics, depending on the issues relevant to at the time or the interests of students or faculty. Topics could range from: advanced technical analysis, project financing, trading systems, etc. Prerequisites: FNCE 311, 312. Corequisite: FNCE 313.

WI-FNCE 420. Capstone in Finance • 3 credits

This course provides an integrative experience for Finance majors and represents the last course in the sequence. The

integrative activities will include, but will not be limited to the following: a speaker series of industry professional; a required shadowing experience with an industry professionals; a module on Professional Ethics and Standards; reflective analysis on course activities and the major knowledge gained; and a comprehensive case study allowing students to gauge their mastery of the materials in the major. This course is writing intensive, so that students will also be enhancing their written communications skills as part of the course. Prerequisites: FNCE 311, 312, 313; Completion or Enrollment in Four Major Electives; ENGL 101, with a minimum grade C. Final major requirement, senior standing required.

Health Sciences

HS 100. Health Careers Exploration • 1 credit

Explore a range of health care careers. Discuss current issues and topics related to health care while reflecting on personal values, skills, and interests to determine if a career in health professions is a good fit. Through lectures, hands-on experiential learning sessions, Blackboard discussions, a panel discussion, patient grand rounds, and reflective journaling, students will gain an understanding of the skills, education, and experiences required for SAU health professions programs.

HS 150. Introduction to Health Sciences Professions • 2 credits

Explore a variety of health professions via literature research, panel speakers (community health care professionals), as well as through job shadowing. Students will be encouraged identify their talents and interests to determine how these best fit into a career as well as write cover letters, resumes/CV, and thank you letters. In addition to focusing on individual health professions, examine how these professions fit into a healthcare team. Special discussion topics include medical ethics.

HS 250. Medical Terminology • 1 credit

An introductory course emphasizing recognition, definition, and pronunciation of medical terms. The student will understand the meaning of these words by defining the word roots and combining forms. Sophomore status recommended.

d2 HS 333/JDG 333. Global Gender-Based Violence and Survivor Advocacy • 3 credits

Provides a bi-directional application of learning where students relate what they have learned, in an advocacy role, to a local as well as global contexts. Through 64 hours of comprehensive classroom training, focusing on the dynamics and impacts of interpersonal violence, students will develop advocacy competencies aligned with interpersonal violence, violence prevention, trauma informed care, crisis intervention, anti-oppression and diversity. Students will examine gender-based violence and develop strategies to address it. Engages action-based service learning established through volunteer experiences where students interact and engage with persons within the community to support improvement in community health and wellness. Upon completion of the course, a survivor advocacy training certificate of completion is earned from Family Resources Inc. Survivor Services Program.

History

+HIST 101, 102. History Matters • 3 credits

Varied content designed to introduce First Year students and non-majors to the discipline of history.

+HIST 201. United States to 1877 • 3 credits

Survey of United States from its beginnings through post-Civil War Reconstruction. Designed for History majors, prospective History majors, and non-majors interested in historical research, writing, and textual analysis.

+HIST 202. United States since 1877 • 3 credits

Survey of United States history from the end of Reconstruction to the present. Designed for History majors, prospective History majors, and non-majors interested in historical research, writing, and textual analysis.

HIST 205. Introduction to Historical Methods • 3 credits

An introduction to historical methods for history majors. Learn the fundamentals of historical practice, including research, analysis, and writing. Students will also be exposed to key ideas in historiography.

+HIST 210. The Atlantic System • 3 credits

An introduction to the history of the Atlantic World tracing the interactions and increasingly inter-connected experiences of the peoples of the Americas, Africa and Europe from the early 15th century through the mid-19th century.

+HIST 211. Asia • 3 credits

Focuses on political, economic, social, cultural, and philosophical developments in China, Japan, Korea, Vietnam, and/or India, and examines the influence of Asian nations on the rest of the world. Designed for History majors, prospective History majors, and non-majors interested in historical research, writing, and textual analysis.

+HIST 214. World at War • 3 credits

This course will examine the period of the two world wars as well as the intervening years. The course will examine the political, military, economic, intellectual, and social causes and effects of the wars. The course will look at events with a global focus in mind.

+HIST 215. Classical Europe • 3 credits

An introduction of Classical Culture themes through the study of a variety of sources including and not limited to historical, artistic, literature, philosophical readings, and other media.

+HIST 217. Modern Europe • 3 credits

Survey Europe from the Treaty of Westphalia ending the Thirty Years War to the collapse of Soviet Union in 1991. Examine Europe's major historical events, including the major revolutions and conflicts. Examine political developments including the rise of the modern nation state as well as the development of the modern economy. Additionally, we will also

pay particular attention to the cultural and intellectual developments of the period.

+HIST 250. Intermediate Topics in History • 3 credits

Topics in world or American history, with variable content. Designed for History majors, prospective History majors, and non-majors interested in historical research, writing, and textual analysis.

HIST 306. Colonial America • 3 credits

Examines the complex origins of American society and culture in the colonial era from the time of first contact until the eve of the imperial crisis. Explore the establishment and expansion of European colonization in the 16th and 17th centuries, paying careful attention to its increasing reliance on Native American trade and African slave laborers. Finally, trace the maturation of these colonial societies in the 18th century and the imperial rivalries and wars that led Britain to its spectacular, but short-lived, successes in North America on the eve of the American Revolution.

HIST 307. Revolutionary America, 1763-1815 • 3 credits

Examine the state of the British Empire in 1763 and the imperial crisis that led the American colonists to declare their independence in 1776. Explore the narrative and scholarly analysis of the war to secure that independence and the political process of creating and implementing a new constitutional order that followed. Consider the implications of these events for shaping the culture and everyday lives of both men and women of all races living in America.

HIST 308. Jacksonian America, 1815-1850 • 3 credits

Examine the dramatic changes in American politics and society from the conclusion of the War of 1812 to the Compromise of 1850. Explore how western expansion, industrialization, the growth of slavery, religious revivals, reform movements, and political party development reshaped the contours of life in America and nudged the nation closer to the Civil War.

HIST 309. Civil War and Reconstruction, 1840-1877 • 3 credits

Examine the deep political and cultural fractures that led to the secession crisis and outbreak of Civil War in 1861. Explore in detail the conduct of the war and consider its many lasting impacts on American society and culture. Finally, assess the intentions and outcomes of the critical efforts to heal the nation's wounds and promote greater justice for all citizens during the contested era of Reconstruction following the war.

HIST 310. Gilded Age and Progressive Era, 1877-1920 • 3 credits

Focuses upon the changes wrought in America by industrialization, urbanization, and immigration, as well as the responses of urban and agrarian reformers to these changes. Designed for History majors, prospective History majors, and non-majors interested in historical research, writing, and textual analysis.

HIST 311. United States, 1917-1945 • 3 credits

Examine America's role in the First and Second World Wars, as well as the interwar era marked by the Roaring Twenties, Great Depression, and New Deal. Designed for History majors, prospective History majors, and non-majors interested in historical research, writing, and textual analysis.

HIST 312. United States since 1945 • 3 credits

Examine America's rise to world power after the Second World War, and the political, economic, racial, and social fabric of postwar America, with special emphasis on the Cold War and freedom movements of the 1950s-1970s. Designed for History majors, prospective History majors, and non-majors interested in historical research, writing, and textual analysis.

HIST 317. The Vietnam Wars • 3 credits

Addresses French and American involvement in Vietnam and Southeast Asia from the 19th century until the normalization of US-Vietnamese relations in the 1990s with particular emphasis on the wars waged in Indochina by France, the U.S., Vietnam, and Cambodia in the 20th century. Designed for History majors, prospective History majors, and non-majors interested in historical research, writing, and textual analysis.

HIST 318. American Women: Topics • 3 credits

Covers the history of women in the United States, with particular emphasis on themes of work, family, reform, race, ethnicity, and feminism. Designed for History or Women and Gender Studies majors, prospective History or Women and Gender Studies majors, and non-majors interested in historical research, writing, and textual analysis.

HIST 320. European Topics: Christianity and Culture, Early and Medieval • 3 credits

Study the historical interaction between religion, namely early Catholicism and culture, primarily in the West from the earliest accounts of Christianity to the end of the Renaissance period. Mainly focuses on ideas that shaped both faith and society in which it grew and the culture shaped by the dynamic between them. Involves a survey of primary source documents such as legal and governing texts, theological and spiritual, works of literature, philosophical works, history, and works of art. The connection between political events and cultural and intellectual trends receives special attention.

HIST 321. Ancient Greece • 3 credits

A survey of the history and culture of Greece from Mycenaean times through the death of Alexander the Great. Survey primary source documents such as legal and governing texts, classical works of literature philosophical works, history, and works of art. The connection between political events and cultural and intellectual trends receives special attention.

HIST 322. Rome • 3 credits

Survey Roman culture and history from the city's founding in the 8th century BC to the collapse of the Western Empire in the 5th century AD. Focuses primarily on the art and architecture of the period, but also surveys primary source documents such as histories, legal and governing texts, classical works of literature, and philosophical works.

HIST 324. Medieval Britain • 3 credits

Examine the political, religious, social, economic, and cultural history of Britain from approximately A.D. 400 to A.D. 1603, in order to establish a firm foundation of the historical record of British history and its unique contributions to European and British history.

HIST 325. Renaissance • 3 credits

Surveys the history and culture of Western Europe between 1300 and 1517 by studying the effect of events and movements of this period on political, ecclesiastical, social, and intellectual life, as well as on the art and architecture of the time. Involves a survey of primary source documents such as legal and governing texts, classical works of literature, philosophical works, theological works, and works of art.

HIST 326. European Reformations • 3 credits

Investigate the time period from about the end of the 15th century to the end of the 17th century, during which the nominal unity of European Christendom was forever altered by the growth of new Protestant churches. Major focus includes people and ideas that helped to shape our modern world: the growth of individualism, capitalism, secularism, the scientific revolution, and the new ideas concerning God and human's place in the universe. Study the effect of the events and movements of this period on political, ecclesiastical, social, and intellectual life, as well as on the art and architecture of the time.

HIST 341. 18th Century Europe • 3 credits

Survey Europe from the Treaty of Westphalia ending the Thirty Years War to the defeat of Napoleon and the end of the French Revolution. Examine Europe's political development including the rise of the modern nation state and absolutism, as well as the development of the modern economy. We will also pay particular attention to the cultural and intellectual developments of the period, including the scientific revolution, the Age of Reason and Enlightenment, and the French Revolution.

HIST 342. 19th Century Europe • 3 credits

Survey Europe from the Congress of Vienna ending the Napoleonic Wars and the French Revolution to the First World War period. Those years play a crucial role in European and World civilization. Examine Europe's political development including the rise of the modern mass politics and of World Empire, as well as the development of the Industrial Revolution and the modern economy. We will also pay particular attention to the cultural and intellectual developments of the period, including Romanticism, Positivism, Liberalism, Conservatism and Socialism. This course covers the foundation of modern European history, as well as provide further development of skills in historical methods and means of thinking.

HIST 343. 20th Century Europe and the World • 3 credits

Surveys Europe and the World from the First World War to the present day. This period has been one of radical transformation, both in Europe and the larger world. Examine Europe's political, economic, and social development and transformation, including the profound transformation caused by two incredibly

devastating wars. Also examine the larger world, paying particular attention to the decolonization and the creation of a bipolar world. We will also pay particular attention to the cultural and intellectual developments of the period, including the Russian Revolution, post-World War One anxiety, the Spanish Civil War, post-Colonialism, and the New Left.

HIST 344. Spanish Civil War • 3 credits

Surveys the Second Spanish Republic, the Spanish Civil War, and Franco's Dictatorship. Examine the ideological, political, social, military, and economic issues and the events of Spain during the 1930's, with particular focus on the Civil War itself. Emphasis will be placed on the intellectual and political movements that drove Spain to civil war.

HIST 345. European Topics: Life, Liberty, and Leviathan • 3 credits

Examine the political theory of natural rights, a concept crucial to understandings of democracy and modern politics. Survey thinkers from the Renaissance period through the nineteenth century. Special attention will be paid to the intellectual traditions of Britain and France, the countries where the "natural rights" tradition has had the most profound impact.

HIST 346. Books and Barricades • 3 credits

Examine the revolutionary political and social theory in the 19th and 20th century. From Marx's first book in 1845 to the French upheavals of 1968, the history of revolution theory in Europe has largely been a debate between the various branches of the European left, primarily between Marxists and anarchists, or between Marxist orthodoxy and anarchist-inspired, left Marxist alternatives. The intellectual struggle between these factions will be the subject of our course.

HIST 347. European Revolutions • 3 credits

Review four revolutionary events in European History: the French Revolution, the Paris Commune, Russian Revolution, and the Spanish Civil War. Examine the social, political, cultural, intellectual, diplomatic, and military impact of these revolutions on European history.

HIST 350. Advanced Topics in History • 3 credits

Focuses on world or American history topics, with variable content. Designed for History majors, prospective History majors, and non-majors interested in historical research, writing, and textual analysis.

HIST 353. Russia • 3 credits

Follow the evolution of Russian art from the 10th century to the present, placing the nation's painting, sculpture, and architecture in a cultural, social, political, and historical perspective.

HIST 393. Directed Readings in History • 3 credits

Readings in areas of historical interest not provided by other history courses. Open only to junior and senior history majors with prior approval of instructor and department chair. Prerequisites: junior/senior status; instructor consent.

HIST 400. Capstone Research Experience • 2 credits

Build on the fundamental historical skills explored in HIST 205. Emphasis placed on choosing a strong research topic, developing a research plan, and exploring preliminary arguments that will lay groundwork for further research and writing in HIST 410, the Capstone Writing Experience, required of all majors. Prerequisite: HIST 205.

WI-HIST 410. Capstone Writing Experience • 3 credits

Students hone their skills as historians by writing an original historical essay. This is the capstone for history majors who are expected to synthesize the skills learned in HIST 205 and other history courses. Students will, in individual consultation with a full time faculty member of their choice, choose a specific research topic, conduct primary source research, write a substantial piece of historical writing, and present their work at departmental conference. Prerequisites: HIST 205; instructor consent required; ENGL 101, with a minimum grade of C.

Honors

Acceptance into the Honors Program is required for these courses.

HON 100. Creating Community Connections • 2 credits

Students are invited to connect, inquire and explore with their SAU Honors Community. Through collaborative activities and independent research, students learn the basics of interdisciplinary inquiry and community engagement. They explore their HON-101 topic from a variety of perspectives, see new connections and reflect on how these shape their own views. Students take ownership of their learning by planning activities, speakers and reflection assignments and they connect their learning to their professional goals and growth. Corequisite: HON 101.

+HON 101. Exploring Connections • 4 credits

In this team-taught topics course, students and professors investigate the course topic together using knowledge and methods from two academic disciplines. Corequisite: HON 100.

+d2 HON 102. Creating Connections for Change • 3 credits

In this team-taught topics course, professors and students apply knowledge and methods from two academic disciplines to learn about systemic or institutionalized discrimination experienced by one or more marginalized populations. Students will collaborate with individuals or communities to develop a plan of action to respond to systemic discrimination and further social justice causes. Requisite: HON 101.

HON 201. Community Engaged Learning • 3 credits

Students will use an interdisciplinary approach to investigate issues that face communities and collaborate with a community partner to engage in meaningful action to address community needs. Prerequisites: HON 100, 101, 102.

WI-HON 301. Interdisciplinary Research Perspectives • 3 credits

Focuses on the interdisciplinary perspectives and the role that research plays in different disciplines across the liberal arts. Students will read and critically analyze primary sources to

understand how multiple perspectives allow for a deeper understanding of complex issues. This course serves as a prerequisite for HON 401. Prerequisite: ENGL 101, with a minimum grade of C.

HON 401. Thesis Proposal Preparation • 1 credit

This course will provide students with the tools to develop a thesis proposal. Students will learn the process of developing a thesis topic, finding a thesis advisor, creating a thesis statement, writing a thesis proposal and developing a research plan. Students will select a topic of study approved by the student's major department, and facilitated by a full-time faculty member to then be carried out in HON 402. Prerequisite: HON 301; minimum 3.5 GPA.

HON 402. Honors Thesis • 2-4 credits

This course will guide students through the final steps of the thesis process. With the guidance of their thesis committee, students will carry out the research proposed in HON 401. Students will complete their thesis and prepare for the oral presentation of their work at the Undergraduate Scholars Conference. Prerequisite: HON 401; minimum 3.5 GPA.

HON 403. Place As Text • 3 credits

This course is an education abroad opportunity offered through the SAU Honors Program. Students will explore, analyze, and interpret different culture(s) and community(s) through historical, political, economic, and social lenses. This course is part of the Honors Research Experience. Prerequisite: HON 301, 401.

Human Resource Management

HRM 340. Employment Law • 3 credits

This course will help students to understand the basic framework of employment law in the United States and analyze the major issues in employment law, including laws protecting employees from discrimination, as well as wage and hour laws and laws covering employee privacy, workers' compensation, unemployment insurance, immigration, and safety and health. Prerequisite: MGMT 210.

HRM 410. People Analytics • 3 credits

This course builds upon the introduction of human resource management in MGMT 320. It looks in depth at topics such as people analytics, staffing, performance management, managing compensation, and training and development. Prerequisite: MGMT 320.

HRM 440. Strategic HR Capstone • 3 credits

This course is about both the design and execution of human resource management. This course has two central themes: how to think systematically and strategically about aspects of managing the organization's human resources, and what really needs to be done to implement these policies to achieve competitive advantage. It addresses human resource topics including high-performance human resource systems, change management, HR strategic performance metrics, organizational development and effectiveness, trends in HR, managing

workforce changes, and sustainability and corporate social responsibility. Prerequisite: HRM 410.

Industrial Engineering

IE 305. Work System Design and Analysis • 3 credits

Measurement and analysis of work systems. Ergonomics and the environmental, physical, and psychological aspects of work. Work measurement techniques including time study, predetermined time systems and work sampling. Classroom and laboratory experiences are utilized in instruction. Corequisite: MATH 300.

IE 319. Operations Research Mathematical Programming • 3 credits

Emphasis is on formulating and solving real world deterministic optimization problems. Sensitivity of the solutions to variations in parameter values is addressed. Corequisite: MATH 290.

IE 335. Quality Control and Reliability • 3 credits

Introduction to statistical quality control methods and systems for analyzing and controlling product quality in industrial and business settings. Design of inspection plans for quality characteristics. Statistical process control charts and acceptance sampling. Introduction to reliability. Prerequisite: MATH 300.

IE 340. Ergonomics and Occupational Safety • 3 credits

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

IE 350. Operations Planning, Scheduling and Control • 3 credits

Addresses those activities in an organization that are directly related to producing goods or providing services. Planning, execution, and control of functions are examined. The focus is on organizational processes in which people, capital, and material (inputs) are combined to produce services and goods (outputs). Such processes may be found in banks, factories, stores, hospitals, etc. Subjects include forecasting, capacity planning, operations design, scheduling, and project management. Prerequisites: ENGR 265; IE 319; MATH 300.

IE 360. Introduction to Simulation • 3 credits

An introduction to building and analyzing models using simulation techniques. Focus is on developing models and gathering meaningful performance data for analysis and decision making in engineering design. Concepts of verification and validation are addressed. Prerequisite: MATH 300. Corequisite/Prerequisite: ENGR-156.

IE 403. Design Fundamentals for Industrial Engineers • 3 credits

Introduction to the process of engineering design. Application of this process to designing a hardware and software solution to a

physical problem faced by an autonomous robotic vehicle.
Corequisite: IE 340.

IE 415/MSME 515. System Integration and Design • 3 credits

The systems integration process includes planning, design, implementation and control. Student projects apply this process to industrial engineering functional areas. Prerequisite: IE 360. Corequisite: IE 350.

IE 419. Operations Research Probability Models • 3 credits

Emphasis on probabilistic models: decision theory and games, scheduling, inventory, queuing, and Markov Chains. Solutions to real world problems developed using hand computations and computer software. Prerequisites: IE 319; MATH 300. Corequisite/Prerequisite: ENGR-156.

IE 460. Industrial Engineering Special Topics • 1-3 credits

Special advanced topics in Industrial Engineering may include Advanced Manufacturing, Lean Manufacturing, Six Sigma, Engineering Management, Advanced Quality Control, etc. Prerequisite: Instructor Approval required.

WI-IE 490. Industrial Engineering Senior Design Seminar • 3 credits

Students work in teams on a significant project involving design or re-design of an operational product, process, or procedure in either an industrial or a service setting. At a minimum, students will consider objectives and criteria, resources, interface with other functional areas, constraints, alternatives, and operational specifications. The student will prepare a written report, and a professional, written presentation will be made to the host company. Prerequisites: ENGL 101, with a minimum grade of C; ENGR 251; senior status. Prerequisite/Corequisite: ENGR 301, 401; IE 415.

Information Literacy

IL 101. Information Literacy • 1 credit

This course prepares students to find, evaluate, and use information effectively. In addition to covering the basics of university-level research such as using libraries, locating high-quality information, documenting sources, etc., this course also addresses contemporary topics such as artificial intelligence, media literacy, and fake news. After completing this course, students will know how to conduct academic research in a quick, efficient, and stress-free manner. It is strongly recommended that students take this course in their first year of study.

International Business

INTL 370. International Field Experience • 3 credits

A study away/study abroad experience, an approved internship, or international field experience in community economic development that meets the needs of the Peace Corps Prep program.

INTL 372. Business Across Cultures • 3 credits

Offers interdisciplinary coverage of issues, practices, and mindsets as companies conduct business across borders. The course will explore how well, or not so well, American assumptions and practices travel across borders.

INTL 399. Topics in International Business • 3 credits

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

International Studies

+IS 101. Cultures of the World • 3 credits

This course provides an introduction to culture in general. Content may vary. All material is in English.

IS 103. Study Abroad Experience • 0 credits

A pass/no pass course for study abroad students during their program.

+IS 210. Selected Topics in Culture and Civilization • 3 credits

Acquaints students with major developments in the history, culture and civilization of specific countries or regions of the world. Content varies. All material is in English.

IS 310. Advanced Topics in Culture and Civilization • 3 credits

Acquaints students with major developments in the history, politics, culture, and civilization of specific countries or regions of the world.

WI-IS 400. Capstone Experience in International Studies • 3 credits

The student will demonstrate advanced research skills by applying the scientific method to answer a research question in political science and/or international studies. The project will include a research question, hypothesis, literature review, research design, criteria and/or model for evaluating the research question, analysis of the research question, conclusion, and suggestions for further research. The research may be either qualitative or quantitative and utilize primary and/or secondary sources. An extensive bibliography is required. Prerequisites: At least one 300 level political science or international studies course; ENGL 101, with a minimum grade of C.

Justice, Diversity and Gender Studies

+d2 JDG 201. A Cross-Cultural Introduction to Women & Gender Studies • 3 credits

Provides an overview of topics and approaches that mark Women & Gender Studies across disciplinary and cultural boundaries.

+d1 JDG 210. U.S. Latina Literature & Culture • 3 credits

This course seeks to introduce students to the cultural production of Latina literature and culture in the United States. Special emphasis will be devoted to the conceptual space of the

“borderlands”, where borderlands is understood as a transcultural space filled with physical, cultural, economic, political and mythical elements.

JDG 310. Topics in Justice, Diversity, and Gender Studies • 3 credits

Explores a particular issue related to women and/or gender in an interdisciplinary setting.

JDG 320. Gender and Film • 3 credits

Surveys the history of filmmaking through the lens of gender. Addresses the creation of gender stereotypes through film, the characterization of women in various genres (e.g., film noir, melodrama, horror), as well as issues such as race, sexuality and violence. Also examines women as filmmakers, especially as writers and directors.

JDG 325. Theory and Praxis • 4 credits

This course provides an in-depth study of contemporary theory and methodologies including: feminist theories, crip theory, queer theory, and critical race theory. Directly links these theoretical frameworks with the justice movements associated with the communities and activism that spurred the theory developed alongside them. Students will serve hours in a practicum placement, putting theory into practice and will reflect on the relationship between theory and praxis.

JDG 330. Justice, Diversity & Gender Studies Practicum • 3 credits

Students in this course will analyze and critique systems of inequality, linking feminist theories to community practice. Students will work with a local agency serving the needs of women in the context of readings, discussion, and critical reflection. Prerequisites: JDG 201, 325, or instructor permission.

d2 JDG 333. Global Gender-Based Violence and Survivor Advocacy • 3 credits

This course provides a bi-directional application of learning where students relate what they have learned, in an advocacy role, to a local as well as global contexts. The course illuminates the dynamics and impacts of violence, with a focus on gender-based violence, and equips students with advocacy competencies aligned with interpersonal violence, violence prevention, trauma informed care, crisis intervention, anti-oppression, and diversity.

+d1 JDG 335. Feminist Comics • 3 credits

In a medium that has historically been dominated by cis het white men, from creation to publishing to readership, contemporary comics production has also grown to function as a powerful space for intersectional feminist expression. Through the medium’s unique combination of text and image, feminist comics creators throughout the twentieth and into the twenty-first century have carved out key spaces of inclusive feminist representation to tell their own stories, subverting the historical trajectory of stories by men for men to interrogate pressing issues faced by women and girls. This course explores a sampling of late-twentieth and early twenty-first century feminist comics to examine the ways in which these works explore intersectional issues that impact women and girls from

around the world. In an attempt to work against the privileging of artistic production of white men and women, this course attempts to balance the voices and communities represented here, with an acknowledgement that this is an imperfect attempt. This is something we should all think about as we read these works and consider these contributions in the landscape of comics, popular culture and the larger politics of representation.

+d1 JDG 340. Women and Madness • 3 credits

Explores the role of culture and politics in defining and treating “mental illness” especially as it has marginalized or oppressed passionate, unconventional, and disobedient women of the past and present.

d1 JDG 345. Queer Studies • 3 credits

This course provides students with an introductory, interdisciplinary – historical, sociological, cultural, political – examination of the lives and perspectives of gay, lesbian, bisexual, trans and otherwise queer persons. Analyzes and destabilizes normative, binary assumptions about gender, sexuality, and sexual identity. Takes an intersectional approach that acknowledges the impact of class, race, ethnicity, ability, and nationality. Addresses the importance of political advocacy to defend the lives and human rights of queer persons. Explores cultural and institutional factors that create and maintain systems of oppression. Course materials will include foundational texts, films, popular culture, as well as recent scholarship.

JDG 350. Independent Study • 1–3 credits

Directed individual reading, research and/or writing on topics approved by the Director of Justice, Diversity, and Gender Studies. Prerequisites: Instructor consent.

WI-JDG 400. Justice, Diversity, and Gender Studies Seminar • 3 credits

Provides Women and Gender Studies majors and minors with a capstone experience consisting of sustained research and writing in an interdisciplinary setting. Prerequisites: ENGL 101, with a minimum grade of C; JDG 201, 325; and 6 additional credits in major, or permission of instructor.

Justice and Peace Studies

JPS 101. Introduction to Justice and Peace Studies • 3 credits

An interdisciplinary study of the concepts of justice and peace, and the interplay of economic, sociological, psychological, historical, political, technological, cultural ideological and environmental factors that shape these issues. Presents the historical development of Catholic social justice teaching and how Christians struggle to interact with the secular world around them.

JPS 105. Mediation and Conflict Resolution Skills • 3 credits

A basic tutorial in conflict resolution/mediation skills with an emphasis on resolution and transformation. Through the use of readings and role play, students examine the principles, strategies, and underlying values of the current practice of mediation. Students will have an opportunity to practice their

skills in local school settings and join professional mediation organizations as student members.

JPS 201. Justice & Peace Internship • 1-3 credits

Participatory action course familiarizing students with empowerment, social justice principles, civic engagement, analysis, intentional reflection, and action. Student experience in the community serves as another text on which to reflect, and there is an interchange between the theoretical concepts learned and student experiences.

Kinesiology

KIN 101. Foundations of Kinesiology • 2 credits

Provides an introduction to human movement including the historical development of physical activity, exercise science, and sport through contemporary culture. Offers an introduction to the knowledge base as well as information on expanding career opportunities. Physiological, sociological, and psychological principles affecting human movement also are studied.

+KIN 125. Physical Education Topics • 1-3 credits

Focuses on both the theoretical and practical application of a series of topics in the field of fitness, sport skills, and relaxation techniques. Students will be exposed to a variety of topics dealing with trends in each field.

+KIN 149. Wellness Concepts • 1 credit

Holistic overview of basic wellness concepts including health-related fitness, body maintenance, nutrition and weight management, substance use and misuse, stress management, and chronic disease prevention.

+KIN 165. Developmental Physical Education • 1 credit

For students unable to participate in regular physical education classes. Prerequisites: Instructor consent

KIN 190. Introduction to Sport Management • 3 credits

An overview of sport organizations that focuses on organizational goals, issues related to organizational behavior, structure, function and designs, strategy development, organizational environment, human resource management, decision-making strategies, managing conflict and change in an organization, and leadership strategies. Includes an examination of governing bodies in professional and amateur sport organizations.

+KIN 206. First Aid/CPR • 2 credits

Safety awareness as an individual and as a member of society. Responder level first aid, CPR for adults, children, and infants and AED skills.

+KIN 211. Beginning Modern Dance • 2 credits

Instruction in beginning modern dance techniques. Students gain basic skills in modern dance techniques.

+KIN 212. Beginning Jazz Dance • 2 credits

Instruction in beginning jazz dance techniques, and basic skills in jazz dance.

+KIN 213. Beginning Ballet • 2 credits

Instruction in beginning ballet technique. Students will gain basic skills in ballet technique.

KIN 216. Exercise and Sport Psychology • 3 credits

Focuses on the fundamental concepts of sport and exercise psychology. Emphasis is on how these concepts impact physical performance and enhance wellbeing. Students will be exposed to discipline-related assessments and research within the field. Course geared toward practical application for movement practitioners.

KIN 217. Prevention and Care of Athletic Injuries • 2 credits

Learn basic principles of preventing and treating common athletic injuries. Course will introduce common injuries seen in sports and examine their epidemiology and etiology to understand how to best prevent and care for them.

KIN 221. Theory and Ethics of Coaching Football • 2 credits

Coaching classes are designed to be sport specific and include sport strategies, techniques, scheduling, training, motivation, nutrition and styles of coaching. Students will also gain knowledge of professional ethics.

KIN 222. Theory and Ethics of Coaching Basketball • 2 credits

Coaching classes are designed to be sport specific and include sport strategies, techniques, scheduling, training, motivation, nutrition and styles of coaching. Students will also gain knowledge of professional ethics.

KIN 223. Theory and Ethics of Coaching Track • 2 credits

Coaching classes are designed to be sport specific and include sport strategies, techniques, scheduling, training, motivation, nutrition and styles of coaching. Students will also gain knowledge of professional ethics.

KIN 224. Origins of Sport • 2 credits

Provides an introduction to the philosophical and historical underpinnings of sport and physical culture. The course emphasizes the social and symbolic role of sport, recreation, and exercise in a variety of cultures.

KIN 225. Visual Communication and Technology in Sport • 2 credits

Designed to support student growth in computer technology as it relates to the professional field of sport management. Specific technology includes spreadsheet development and management, web page development and maintenance, and core graphic design application of the Adobe Design Suite (Photoshop, Illustrator, etc.). Prerequisite: Sophomore standing.

KIN 226. Theory and Ethics of Coaching Soccer • 2 credits

Coaching classes are designed to be sport specific and include sport strategies, techniques, scheduling, training, motivation, nutrition and styles of coaching. Students will also gain knowledge of professional ethics.

KIN 227. Theory and Ethics of Coaching Volleyball • 2 credits

Coaching classes are designed to be sport specific and include sport strategies, techniques, scheduling, training, motivation, nutrition and styles of coaching. Students will also gain knowledge of professional ethics.

KIN 228. Theory and Ethics of Coaching Baseball • 2 credits

Coaching classes are designed to be sport specific and include sport strategies, techniques, scheduling, training, motivation, nutrition and styles of coaching. Students will also gain knowledge of professional ethics.

WI-KIN 240. Nutrition Concepts • 3 credits

Study the relationship between food and the human body and its impact on growth and development, performance, and general well-being. This course is a writing intensive course and will be a focus throughout the semester. As a writing intensive course, a grade of C is required to earn WI credit. Prerequisites: ENGL 101, with a minimum grade of C.

KIN 258. Principles and Methods in Personal Training • 3 credits

Focuses on both the theoretical and practical applications of weight training techniques and skills as well as the hands-on aspect. Students will be exposed to multiple techniques in weight training currently used among healthy populations commonly found in community, recreational, and health club settings. Study select methods suitable to meet weight training objectives for these populations. Geared toward those who want to build a foundation of knowledge for certification as a personal trainer.

+KIN 262. Varsity Athletics • 1 credit

This course can only be taken once per year, four times maximum. Pass/No Pass only.

+d2 KIN 273. Women in Sports • 3 credits

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

KIN 275. Methods in Group Fitness Leadership • 2 credits

Emphasizes the methods of group exercise instruction, with special focus placed on the safe, effective design of aerobic exercise programs for populations commonly found in community, corporate, and commercial fitness settings. Designed to provide students a strong foundation for group fitness certification and employment in the aforementioned settings. Prerequisite: KIN 101.

KIN 282. Health, Illness, and Well-Being Across the Lifespan • 3 credits

This course will introduce the physical, psychological, and social changes that occur with aging. Course covers several themes, including understanding social determinants and consequences of health and development, measuring population health, assessing the implications of health disparities, and the contributions of biological and environmental factors (including physical activity) to health, human development, and chronic disease. Prerequisite: KIN 101.

KIN 292. Practicum in Sport Management • 2 credits

Provides part-time work experience in the sport industry. Throughout the semester, this work is to be performed in no less than 50 hours and should involve observation and assistance alongside a sport industry professional. Prerequisites: KIN 190.

KIN 295. Introduction to Sport Officiating • 2 credits

Introduces the fundamental concepts of officiating philosophy, officiating duties and responsibilities, and officiating skills.

KIN 302. Health and Physical Education Concepts and Methods for Elementary School Teachers • 3 credits

Participation in activities related to health education and physical education for elementary-aged children. Focus on curriculum and instruction strategies for elementary school classroom teachers. Comprehensive school health program model and concepts emphasized. Prerequisite: KIN 149 and EDUC 205 or EDUC 207.

WI-KIN 306. Sport Promotions and Marketing • 3 credits

An overview of various techniques and strategies utilized to meet the wants and needs of the sport consumer in the sport industry. Apply fundamental marketing theories and principles to the sports setting and focus on the concepts and practices which form the knowledge base for effective sports marketing strategies. Additional topics include the evaluation of sport marketing programs and the use of skills in the sports marketplace. Prerequisites: KIN 190; ENGL 101, with a minimum grade of C.

KIN 307. Planning and Management of Sport Facilities and Events • 3 credits

An introduction to the issues and strategies and their implementation as they relate to event management. Investigate the application of each venue necessary to organize and operate successful sport events.

d1 KIN 335. Inequality in Sport, Recreation and Exercise • 3 credits

Provides an introduction to the relationship between sport, culture, and the society in which it is embedded. An analysis of the social relations within the institution of sport. Topics include: international cultures in sport; violence and deviant behavior in sport; social stratification in sport; sport education; and societal beliefs, traditions, customs, and the sport subculture.

KIN 350. Scientific Principles of Strength and Conditioning • 3 credits

Introduce the scientific principles based on science knowledge obtained in BIOL 230 and BIOL 232. Emphasis within this course will focus the scientific principles of strength and conditioning and on optimizing human performance in an aerobic state. Critical reading and scientific writing will be required for students to incorporate aerobic exercise principles to a variety of training modes. Prerequisite/corequisite: KIN 390 or KIN 366. Recommended: KIN 361.

KIN 355. Financing Sport Organizations • 3 credits

Includes the study of financial theories and practical application as they impact sport revenues and expenditures; sources of revenue for financing sport, including public and private sectors, governments, memberships, fees, PSLs, taxes, bonds and trademark licensing; and the familiarization with current issues and trends in financing sport. Prerequisite: KIN 190.

KIN 361. Functional and Structural Kinesiology • 3 credits

Using anatomical and mechanical principles to study and understand the causes and effects of motion produced by biological systems. Emphasis is on voluntary, functional human movement activities during physical activity, human performance, and physical rehabilitation. Prerequisites: BIOL 230 or BIOL 205, with a minimum grade of C.

KIN 363. The Law in Sport, PE, Exercise Science and Leisure • 3 credits

An introduction to general legal principles and how those principles apply to various sport, exercise, and leisure settings. Legal concepts covered in the course include tort law, constitutional law, disability law, and contract law, which represents areas of the law most likely to impact students as they pursue various career paths related to sport settings, including physical education, fitness, exercise science, recreation, and sport. Gain an understanding of risk management concepts, enabling them to identify and remedy risks to sport-related organizations.

WI-KIN-366. Applied Exercise Physiology • 4 credits

Designed to provide the student with conceptual knowledge of exercise physiology. Cover physiological adaptations to activity, neurological control of movement, benefits of various types of training and environmental and physiological factors that affect physiological function during sport, exercise, and physical activity. This course includes a lab. This course is a writing intensive course and will be a focus throughout the semester. As a writing intensive course, a grade of C or better is required to earn WI credit. Prerequisites: ENGL 101, with a minimum grade of C; BIOL 230 and 232 or BIOL 205, with a minimum grade of C.

WI-KIN 390. Exercise Physiology • 4 credits

A foundation for understanding physiological changes and adaptation corresponding to exercise; the benefits of various types of training and the factors which affect physiological function during exercise; such as nutrition, age, disease, gender, and the environment. This course is a writing intensive course and will be a focus throughout the semester. As a writing intensive course, a grade of C is required to earn WI credit. This course includes a lab. Prerequisites: BIOL 230 and 232, with a minimum grade of C; ENGL 101, with a minimum grade of C.

KIN 392. Exercise Testing and Prescription • 3 credits

Covers laboratory and field tests used for assessing physical fitness components and disease markers. Explore principles of exercise prescription. Test results used in developing individualized exercise prescriptions to improve cardiorespiratory fitness, muscular fitness, body weight and body composition, and flexibility.

KIN 401. Seminar in Sport Management • 2 credits

Reports and discussions of topics of current interest in sport management. Topics may include trends and issues, international sport business, sport communication, and advanced sales and strategies in sport. Students may take each topic of the class for credit, up to eight credit hours total, providing no topic be repeated. Prerequisite: KIN 190.

KIN 406. Practical Application in Program Design • 3 credits

This course will integrate all of the student's previous coursework, to enable them to assess health and fitness, prescribe appropriate exercise, and optimize human performance for a variety of populations. This will be completed, first through practical classroom experience, followed by a 6 week hands-on personal training project. Critical reading, scientific writing, and oral presentations will be required for students to incorporate current physiological principles and theories with the design and prescription of exercise programs. This course is the capstone course for Human Performance and Fitness majors. Prerequisites: Senior status; KIN 366 or 390; KIN 350 or 392, minimum grade of C.

KIN 408. Capstone in Sport Management • 3 credits

Methods and strategies focused upon management challenges in the Sport Industry. Emphasis on professional perspective, critical professional skills, relevance of ethical, legal, historical, and sociological concepts, application of theory and practice, and demonstration of skills in sport management through application of case reviews and research. Prerequisites: KIN 190, 292; senior status or instructor permission; 9 credits from the Sport Management Core: KIN-306, 307, 335, 355, 363, or 419.

KIN 409. Exercise Pharmacology • 3 credits

Provides students with skills to understand basic pharmacology principles, with emphasis on drugs and supplements frequently used by the physically active population and those seeking to be physically fit. Students will also learn how commonly used drugs, supplements, and micro- and macro-nutrients, can affect exercise performance in their patients and athletes. Practical guidelines are offered to enable the student to monitor and circumvent adverse reactions to drug therapies. Prerequisites: KIN 390 or 366.

KIN 410. Biomechanics • 3 credits

Qualitatively and quantitatively investigate the biomechanical aspects of human movement, performance, and injury including kinematics, kinetics, and tissue loading. Use computational methods of kinematics and kinetics for 2D motion and 3D motion research methods. Prerequisite/corequisite: PHYS 203 or 251.

KIN 412. Sports Nutrition • 3 credits

Teaches nutrition and its role on physical activity and how eating properly can help the athlete perform to maximum ability. Learn about the macro- and micro-nutrients, digestion, energy sources, hydration, weight management, eating disorders, and

how the information applies to athletic performance. Students will design a nutrition plan for various athlete types. Learn the ability to give advice on nutrition and ergogenic aids.
Prerequisites: KIN 240, with a minimum grade of C; KIN 366 or 390.

KIN 414. Independent Research • 1-3 credits

Independent research project with permission of department chairperson to broaden the foundation of knowledge within the field of health and physical education, exercise science, and sport management. Research is assigned to faculty member with expertise in area of requested research.

KIN 418. Internship in Human Performance and Fitness • 3-8 credits

Internship designed to provide practical experience for majors in Human Performance and Fitness. Course may be repeated. A background check fee will be assessed for this course.
Prerequisites: Senior status, Advisor consent; KIN 366 or KIN 390; KIN 350 or 392.

KIN 419. Internship in Sport Management • 3-8 credits

The professional internship or work experience in the sport management program is designed to provide a practical and reflective application experience for sport management majors during their final year in the major. This experience enables the student to further utilize theories presented in coursework in a substantial way while gaining practical experience in their professional orientation. This work experience is a full academic semester experience consisting of 400-600 hours in one semester under the supervision of an industry professional. Prerequisites: KIN 190, 292; Prerequisite/Corequisite: KIN-408.

KIN 440. Senior Research I • 2 credits

Designed to provide students a broad introduction to research in the field of Exercise Science and Human Performance. Students will participate in the research process and gain an understanding of the skills necessary to conduct original research. An emphasis on developing an original research project is the primary goal. Prerequisite: STAT 213.
Prerequisite/Co-Requisite: WI-KIN 390.

KIN 441. Senior Research II • 1-3 credits

A continuation of KIN-440; Senior Research I. Students participate in the data collection, data analysis, and completion of a manuscript and professional poster presentation of the pre-planned research project. Depending upon the project's scope and depth, students can elect to take 1-3 credit hours of research to carry out of their proposal. Students electing to complete the project for 1 credit hour will only develop a poster. Students electing to complete 2-3 credit hours will complete a poster and a manuscript. Prerequisites: KIN 440; instructor consent.

KIN 460. Special Topics. 3 credits

This course will investigate chosen aspects of human movement and physiology as it pertains to general health, performance, and injury/disease. Previously published research articles will be examined to understand how theories in the topic area have developed and to introduce students to research methods used

within the topic area. This course can be taken multiple times as long as the topic is different. Prerequisite: KIN 390.

Latin

+LAT 101. First Semester Latin I • 3 credits

Introduces the student to the essentials of Latin grammar and vocabulary. Sentence construction and translation skills are developed.

+LAT 102. First Semester Latin II • 3 credits

Completes the essentials of Latin grammar and vocabulary. Sentence construction and translation skills are developed further. Prerequisite: LAT 101.

LAT 201. Third Semester Latin III • 3 credits

Continuation of Latin II. Prerequisite: LAT 101, 102.

LAT 202. Fourth Semester Latin IV • 3 credits

Continuation of Latin III. Prerequisite: LAT 201.

Latinx Studies

+d1 LXS-201. Intro to U.S. Latinx Studies • 3 credits

This interdisciplinary course, taught in English, explores the multiple histories, cultures, and experiences of US Latinxs in the United States. Beginning with the shifting of national borders in the middle of the nineteenth century and moving through an exploration of the effects of that move that continue to reverberate today, this course will explore issues of citizenship, immigration, activism, and the formation of individual and community identities in US Latinx communities. Within these explorations, we will discuss the ways in which gender and sexuality, racial/ethnic constructions, socioeconomic class, and language all play key roles in the identities that are created and negotiated. In an effort to place the experience of diverse Latinx populations in social, political, historical, and cultural/national perspectives, students will review a wide variety of readings, consider a variety of popular culture and media representations, and conduct their own research projects during the last third of the semester.

Learning Skills

LS 101. Learning Strategies for College Success • 1 credit

Designed to facilitate students development of academic skills, behaviors and attitudes to improve academic performance in their current and future courses. Topics include: active learning strategies, organization, focusing, note taking, comprehension of textbooks and stress management. Prerequisite: Freshman status only.

LS 102. Learning Strategies for College Success • 1 credit

An introductory topic course centered on a university theme.

Management

MGMT 210. Principles of Management • 3 credits

Survey of topics from several social science disciplines applied to the study of effective management and organizational strategy, structure and behavior. Topics includes planning, organizing, leadership, and control. Interrelationships among needs and expectations of the individual, the organization, and society are examined.

MGMT 216. Entrepreneurship and Innovation • 3 credits

Provides students from all disciplines knowledge and practice of how entrepreneurship works through the identification of opportunities and turning ideas into innovations in order to create value for society.

MGMT 233. Operations and Supply Chain Management • 3 credits

Current, real-life experiences from operations and supply management disciplines are applied in the study of effective management of organizational operations, supply chain execution and enhancement, and leadership behavior. Topics include planning, sourcing, manufacturing, and logistics. Management topics include organizing, leadership, automation, labor relations, and social responsibility. Interrelationships between operational needs, the global supply chain, and the management/supervision of people are examined.

d1 MGMT 315. Women in Business • 3 credits

This course is an examination of issues facing women in organizations, ranging from consideration of occupational choice, obstacles encountered in the workplace, and strategies for helping women succeed in their careers.

MGMT 316. New Venture Planning • 3 credits

Builds on the entrepreneurial mindset so that students develop a viable business plan for a new concept, product, service, or technology. Students collect and analyze market and industry data to explore the feasibility of their new venture. Prerequisite: MGMT 216.

WI-MGMT 318. Sustainability and Innovation • 3 credits

This course provides students with an understanding of the complex dynamics underlying sustainable business as a global phenomenon. Sustainable business is about using entrepreneurial skills to craft innovative responses to wicked problems. Students will study how organizations and entrepreneurs recognize opportunities, combine and mobilize resources, trigger positive organizational and systemic change, and build sustainability. Prerequisite: ENGL 101, with a minimum grade of C.

MGMT 320. Human Resource Management • 3 credits

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

WI-MGMT 325. Leadership in Organizations • 3 credits

This course explores leadership in organizations, including historical and current research. This writing-intensive course

connects leadership theory and practice. Prerequisite: ENGL 101, with a minimum grade of C.

MGMT 332. Organizational Theory and Behavior • 3 credits

Concentrates on individual processes, inter-personal and group processes, organizational processes and design and organizational changes.

MGMT 333. Purchasing • 3 credits

Focuses on supplier relationship management (SRM). Explores the relationship between business and its network(s) of suppliers in product and service industries. The course builds on the foundation of business processes in previous course work and the integration of all those processes internally and externally with customers and suppliers. Provides a deeper understanding of the supply management processes of forecasting, sourcing, purchasing, logistics, cost accounting, technology, and warehousing. Elements of this course include business ethics, negotiating, quality, and performance improvement. Prerequisite: MGMT 233.

MGMT 336. Conflict Management and Negotiation • 3 credits

This course explores and analyzes established and current techniques for resolving business disputes and constructive conflict through conflict management, negotiation, and alternative dispute resolution techniques including mediation, arbitration, third party interventions and litigation.

MGMT 337. Business Analytics • 3 credits

This course is designed to provide students with the essential business analytics skills to support management decision making. Students will do business analytic modeling with relevant business applications. Topics are visualization & data issues, regression & forecasting, data mining, optimization & sensitivity analysis, and simulation. Prerequisite: Junior standing.

MGMT 338. Diversity and Gender in the Workplace • 3 credits

Explores the impact of cultural diversity on personal and organizational effectiveness from a leadership and management perspective. Examines the importance of appreciation for cultural diversity for the global manager.

MGMT 343. Manufacturing Operations • 3 credits

Manufacturing operations expands the knowledge of processes that create products and services in companies. It includes product or service design, change management, production processes, production control, safety, technology, and decision making. Impact of human relations policies and union agreements are studied. Explore Six Sigma quality and operations management concepts. Prerequisite: MGMT 233.

MGMT 353. Global Supply Chain Logistics • 3 credits

Study of global supply chain management and the logistical functions and tools involved in the movement of goods and services. Explores the impact of international trade and trade agreements. Prerequisite: Junior standing or above.

MGMT 399. Topics in Management • 3 credits

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

MGMT 416. Entrepreneurial Practicum • 3 credits

This course is centered on experiential learning in the field. Students work on consulting projects, feasibility studies, internships and other projects that interface with the entrepreneurial community. Prerequisite: Junior standing.

WI-MGMT 449. Strategic Management & Policy • 3 credits

Study the formulation and implementation of corporate and business strategies to achieve the objectives of the organization. This emphasizes environmental, industry, and competitor analysis and includes stakeholder analysis of government, community, consumers, employees and the natural environment. This is the final, integrating course in the business core for all seniors. Prerequisites: Senior standing; ENGL 101, with a minimum grade of C.

MGMT 453. Advanced Operations and Supply Chain Management • 3 credits

This course ties together the entire value chain of operations and supply chain management and operationalizes it to demonstrate the integrated relationships. Prerequisite: MGMT 233.

Marketing**MKTG 209. Principles of Marketing • 3 credits**

Marketing involves identifying customer needs and then satisfying those needs with the right product, priced at the right level, promoted in ways to motivate purchases, and made available through the right distribution channel. General introduction to the principles and applications of marketing, providing an overview to students who will take only one marketing class and essential foundations for those planning to continue with more advanced marketing courses.

MKTG 319. Consumer Behavior • 3 credits

Theoretical concepts of consumer behavior, and application of these concepts to marketing strategies and decision-making. How individuals make decisions to spend their resources on consumable goods. Prerequisite: MKTG 209.

MKTG 329. Integrated Marketing Communications • 3 credits

Study the theory and practice of advertising, touching upon economic and social aspects, history, market, product and consumer analysis, motivation, art, copy and layout, media selection and budgeting. Prerequisite: MKTG 209.

MKTG 339/SLS 235. Sales Principles • 3 credits

This course introduces students to the world of professional sales. Students will learn the importance of sales to the firm, the historical view of selling and the ways in which sales careers may evolve in the future. The importance of professional orientation, career development, and timely, competent communication will also be a focus. Students will gain an

understanding of the processes that salespeople typically perform, and will be exposed to demonstrations and exercises that will engage the students with these processes.

MKTG 349/INTL 322. International Marketing • 3 credits

As businesses and economies expand into a global marketplace, traditional western ideas of marketing must be expanded. Survey of international marketing theories and activities. Prerequisite: MKTG 209.

MKTG 359. Social Media Marketing • 3 credits

Provides a wide-ranging synopsis of the fundamental and exemplary application of Social Media Marketing used by individuals with aspirations for expanding in the marketing field. Prerequisite: MKTG 209.

MKTG 369. Marketing Research • 3 credits

Business decisions are increasingly being made in highly turbulent market environment. Information derived from good market research is one of the cornerstones of the success of both established firms and new business venture. This course is designed to provide an overview of marketing research tools to address marketing issues such as competitive strategy, customer analysis, segmentation and positioning, and new product development. Prerequisites: MKTG 209; STBE 237.

MKTG 379. Services and Event Marketing • 3 credits

This course will expose students to the largest sector of business in the Western industrialized economy – the application and marketing of services. Services present a more challenging marketing problem for firms, in that services cannot be as easily self-selected by buyers as products. Moreover, a significant trend taking place is the marketing of events (e.g. sports, concerts, conferences). This course will explore the techniques and strategies of planning events as a means of reaching new customers. Prerequisite: MKTG 209.

MKTG 389. Topics in Marketing • 3 credits

Selected topics, announced as offered, covering various themes. Students may repeat course if on a different topic. (This is a course which will revisit key marketing concepts in the context of real and necessary projects for real businesses. The entire focus in this class will be to use marketing and related business concepts to add value to our client's business as to look for or solve existing marketing problems.) Prerequisite: MKTG 209.

MKTG 399. Marketing Internship • 1-6 credits

A professional marketing opportunity where students, in collaboration with a faculty advisor and the Career Center, gain experience in the working business world with private, not for profit, or governmental organizations. Students may earn from 1-6 credits – usually this course is offered for 3 credits. Prerequisites: MKTG 209, Instructor Approval.

MKTG 489. Directed Readings in Marketing • 1-3 credits

Provides the opportunity for in-depth exploration of an area of interest in marketing that would otherwise not be covered in the current marketing curriculum. Prerequisite: MKTG 209.

MKTG 499. Marketing Strategy • 3 credits

Analysis of management functions as applied to product development, market analysis and pricing, control of marketing activities and use of distribution channels. Integrative course using case studies. Prerequisites: Senior status; MKTG 209; STBE 237.

Mathematics**+MATH 131. Fundamentals in Math • 3 credits**

Survey topics in applied mathematics stressing the connections between contemporary mathematics and modern society. Topics include critical thinking, financial management, statistical reasoning, probability, math in politics, and math in art.

+MATH 171. Elementary Functions • 3 credits

Study of algebraic, exponential, logarithmic and trigonometric functions; their graphs, properties and applications.

MATH 191. Calculus and Analytic Geometry I • 4 credits

Review of algebra and functions of a single variable; limits, continuity, differentiability, and integrability. Applications of limits, derivatives, differentials, and integrals to solutions of physical and social problems. Prerequisite: MATH 171 with a grade of C or higher, or ACT Math score of at least 28.

MATH 192. Calculus and Analytic Geometry II • 4 credits

Techniques of integration; polar coordinates; sequences and series. Modeling with differential equations. Introduction to partial differentiation and multiple integration. Prerequisites: MATH 191 with a grade of C or higher, or score of 3 or higher on the AP Calculus AB Exam.

WI-MATH 220. Introduction to Logic and Proof • 3 credits

Designed to help students develop skills in reading and understanding elementary mathematical proofs, and in expressing their own mathematical ideas through formal writing. Emphasis will be on precision and style. Math topics include: Logical connectives and quantifiers; types of proof; elementary set theory; functions; integers and induction; equivalence relations; modular arithmetic; matrices. Prerequisites: MATH 171 or ACT Math score of at least 28; ENGL 101, with a minimum grade of C.

MATH/CSCI 281. Discrete Structures • 3 credits

Introduction to discrete mathematics as it is used in computer science. Topics include propositional and the predicate logic, simple circuit logic, elementary number theory, sequences and summations, methods of proof (direct, by contradiction, by contraposition, by induction), set theory, graph theory, combinatorics, and discrete probability.

MATH 290. Elementary Linear Algebra • 3 credits

Matrices and systems of linear equations. Determinants. Lines and planes in three-space. Vector spaces and linear transformations. Characteristic equations, eigenvalues and eigenvectors. Diagonalization. Prerequisite: MATH 191 or score of 3 or higher on the AP Calculus AB Exam.

MATH 291. Calculus and Analytic Geometry III • 4 credits

Limits and continuity of functions of several variables, partial derivatives, directional derivatives, multiple integration, vectors, planes and vector fields. Green's Theorem. Prerequisite: MATH 192 or score of 3 or higher on the AP Calculus BC Exam.

MATH/STAT 300. Modern Probability and Statistics • 3 credits

A Calculus-based introduction to probability and the application of mathematical principles to the collection, analysis, and presentation of data. Modern probability concepts, discrete/continuous models, and applications; estimation and statistical inference through modern parametric, nonparametric, and simulation/randomization methods; maximum likelihood; Bayesian methods. This course prepares students for the preliminary P/1 exam of the Society of Actuaries and Casualty Actuarial Society. Prerequisites: MATH 191 or equivalent placement. Prerequisite/Corequisite: MATH 192. Students should be comfortable with Calculus notation and methods. No previous knowledge of probability or statistics is assumed.

MATH/STAT 301. Statistical Modeling • 3 credits

The development, application, and evaluation of statistical models to analyze data for decision-making. Univariate and multivariate general linear models (ANOVA, ANCOVA, MANOVA, linear regression), generalized linear models (logistic and Poisson regression), and nonlinear models. The course focuses on experimental design and model estimation (including robust and randomization-based methods), fit, and interpretation. Students are introduced to multivariate techniques, including multidimensional scaling, principal components analysis, cluster analysis, and structural equation modeling. Prerequisites: MATH 290 and MATH/STAT 300.

MATH/STAT 305. Advanced Data Science • 3 credits

Case study approach to topics in data science: importing, wrangling, visualizing, modeling, and communicating data, with an emphasis on big data. Statistical learning techniques for classification; tree-based methods; support vector machines; unsupervised learning. Prerequisites: MATH 290 and MATH/STAT 300.

WI-MATH/STAT 306. Ethics of Data Analysis • 3 credits

Examine the ethical issues related to method validity and reproducibility, and social impact and responsibility. Topics include privacy and anonymity, data accuracy and validity, transparency, model misuse and misinterpretation, and social responsibility and harm. Prerequisites: MATH 300; ENGL 101, with a minimum grade of C.

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. 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 spaces including differentiation. Prerequisites: MATH 192, 220 and 290.

WI-MATH 380. Abstract Algebra • 3 credits

Definitions and basic properties of groups. Homomorphisms, normal subgroups, quotient groups and direct products. Rings, integral domains and fields. Ideals, quotient rings and polynomials. Prerequisites: MATH 220 or 290 or departmental approval; ENGL 101, with a minimum grade of C.

MATH/STAT 390. Mathematical Programming • 3 credits

Use of mathematical applications and markup languages with an emphasis on R, R-studio, and LaTeX. Topics include statistical computing, functional programming with data analysis, simulation techniques, pseudo-random number generators, sampling techniques such as bootstrapping, and Markov chain Monte Carlo methods. Prerequisites: MATH 290 and MATH/STAT 300.

MATH/STAT 391. Capstone • 1 credit

Project based application of previous mathematical statistics and computer science courses related to the Data Science and Analytics program. Use of statistical software and programming languages to complete a report, or project relating to data analytics or data science. Prerequisite: MATH 390.

MATH 400. Topics in Mathematics • 3 credits

Selected topics in pure or applied mathematics. Prerequisite: Departmental approval.

Mechanical Engineering

ME 310. Engineering Measurements and Instrumentation • 3 credits

Principles of data acquisition, analysis, and uncertainty. Exploration of components of measuring systems, including design, selection, and operation of equipment. Two lectures and one lab per week. Prerequisite: MATH 300. Prerequisite/Corequisite: PHYS 253.

ME 312. Thermodynamics • 3 credits

Examination of the zeroth, first and second laws of thermodynamics, properties of pure materials, the ideal gas law, entropy, and cycles; control volume analysis of closed and open systems; engineering applications and problem solving. Prerequisite: PHYS 251.

ME 315. Fluid Mechanics • 3 credits

Examination of forces due to static and dynamic fluids. Principles of mass and momentum conservation in open and closed systems. Characterization of flow. Application of concepts to design of thermal engineering systems. Two lectures and one lab per week. Prerequisites: MATH 291; ME 312.

ME 350. Machine Design • 3 credits

Fundamental characteristics of basic mechanical components, and methodologies for analysis, selection, and synthesis of components into a mechanical system. Introduction to the

engineering design and decision-making process. Examination of stress and failure modes. Prerequisite: ENGR 303. Prerequisite/Corequisite: ENGR 302.

ME 405. Control Theory • 3 credits

Utilization of Laplace transforms and/or transfer functions to describe, analyze, model and simulate dynamics of mechanical, electrical, thermal, fluid, and hybrid systems. Examination and modeling of time and frequency domain responses. Block diagrams. Analysis and design of discrete systems and design compensation. Prerequisites: PHYS 306; MATH 320. Prerequisite/Corequisite: MATH 290.

ME 410. Heat and Mass Transfer • 3 credits

Fundamentals of heat transfer in one-dimensional, two-dimensional, and transient conduction, forced and free convection, and radiation exchange between surfaces. Analysis of heat exchangers. Examination of mass transfer. Lab experiments examining concepts in thermodynamics and heat transfer. Prerequisite/Corequisite: ME 315. Prerequisite: MATH 320.

ME 412. Applied Thermodynamic • 3 credits

Application of fundamentals of thermodynamics to power, refrigeration, air conditioning and heat pump systems. Examination of gas and chemical mixtures as applied to pycnometry, thermochemistry, and combustion. Major design component. Prerequisite: ME 312.

ME 415. Mechatronics • 3 credits

Incorporation of sensors, actuators, digital, and analog electronic components for control of systems through programming of microcontrollers. Simulation, acquisition, and analysis of input and output signals of electro-mechanical systems. Use of logic and Boolean operations. Application of concepts through hands-on development of electro-mechanical systems. Corequisite: PHYS 306.

ME 420. Introduction to Modeling and Simulation • 3 credits

Finite Element Analysis (FEA) is a convenient and speedy tool for approximation of the solution to a wide variety of complicated engineering problems across a wide range of industries. This course explains how FEA and produce accurate, reliable approximate solutions, at a small fraction of the time of more rigorous, closed-form analyses. The course also provides the required knowledge to successfully use the FEA software packages. In this course, Solidworks will be used which builds on the CAD from the Introduction to Engineering course. Junior status. Prerequisite/Corequisite: ENGR-303. Prerequisite: ENGR 106.

ME 460. Mechanical Engineering Special Topics • 1-3 credits

Special advanced topics in Mechanical Engineering may include Advanced Controls, Finite Element Analysis, Environmental Engineering, Biomechanics, etc. Prerequisite: Instructor Approval required.

WI-ME 490. Senior Design Seminar • 3 credits

A significant project involving design or re-design of an

operational product in either an industrial or a service setting. As a minimum, students will consider objectives and criteria, resources, interface with other functional areas, constraints, alternatives and operational specifications. A written report will be prepared by the student. Designs may include HVAC or device-based projects. Prerequisites: Instructor Approval required. Senior Status. ENGR 251; ME 312; ENGL 101, with a minimum grade of C. Prerequisite/Corequisite: ENGR 301, 401.

Museum Studies

+MUSE-120. Topics in Museum Studies • 3 Credits

An introductory study of museum studies themes and issues. Topics will be announced each semester the course is offered.

MUSE/AH 205. Art History & Museum Studies Careers • 3 credits

Exploration of the careers and professions available to students of Art History and Museum Studies, through professional development exercises and career-related activities and excursions.

MUSE-319. Independent Study in Museum Studies • 1-3 Credits

Individual study open to junior and senior majors or minors wishing to do further research in art history. Prior approval of instructor required.

+MUSE-320. Advanced Topics in Museum Studies • 3 Credits

Advanced study of museum studies themes and issues. Topics will be announced each semester the course is offered.

+d1 MUSE-380 Intro to Museum Studies • 3 Credits

Introductory survey of a wide variety of institutions within the museum industry, including art museums, history museums, children's museums, historical societies, and house museums. Museum professions and areas of specialization such as administration, fundraising, education, and collections management will also be covered.

d2 MUSE-381 Intro to Collections Management • 3 Credits

Introduction to the principles and practices of collections management in museums, including the legal and ethical obligations as stewards of collections; the fundamentals of the museum environment, space management, and storage methods; the acquisition, accession and deaccessioning processes as well as registration duties including collection documentation and cataloging, collections plans, policies, and procedures.

d2 MUSE-382 Introduction to Exhibitions • 3 Credits

Introduction to the foundations of exhibitions, visitor types, and the role of objects. They will gain a foundation of exhibition planning, label writing, and evaluation of exhibitions. This course will include hands-on projects, museum visits, and exhibition critiques.

MUSE-490 Internship in Museum Studies • 1 to 6 Credits

Supervised professional work experience in the museum industry. Prior approval of instructor required. Pass/fail.

Music

MUS 099. Concert Attendance • 0 credit

Attendance at six approved recitals or concerts in the semester, in addition to those in which the student is a performer. Required each semester of all music and music education majors. Pass/Fail grade option.

+MUS 101. Basic Musicianship • 3 credits

Introduction to theoretical and historical concepts of music. Topics include notation of pitch and rhythm, basic theoretical material and overview of major musical genres through history.

+MUS 102. Introduction to Guitar • 1 credit

Beginning instruction in guitar. No previous knowledge of guitar or music needed. Student is responsible for providing their own guitar.

+MUS 103. Applied Music (non-Music majors/minors) (Voice or Instrument)* • 0–2 credits

Private lessons in voice, piano, or other selected instruments. All levels of skill are accepted. Course can be repeated up to eight semesters. One 30 minute lesson per week for each semester hour of credit. Lesson times vary and are scheduled between instructor and student. An additional course fee will be charged.

- | | | |
|----------------|----------------|----------------|
| a. Voice | h. Clarinet | o. Tuba |
| b. Piano | i. Flute | p. Percussion |
| c. Organ | j. Oboe | q. Guitar |
| d. Violin | k. Bassoon | r. Saxophone |
| e. Viola | l. French Horn | s. Euphonium |
| f. Cello | m. Trumpet | t. Harp |
| g. String Bass | n. Trombone | u. Composition |

+MUS 104. Group Piano Class • 2 credits

Beginning instruction in piano. For students with no previous study of music or piano.

+MUS 106. Voice Class • 1 credit

Beginning instruction in voice. No previous knowledge of voice of music is needed.

+MUS 110. Music Orientation • 3 credits

A historical survey of Western art music. An investigation and analysis of all types of "classical" music from Gregorian chant to current music, including American music. This course is designed to enhance the listening skills of the student regardless of background or musical experience. Students will acquire fundamental skills to enjoy and appreciate music at a deeper level.

+MUS 111. University Chorale • 0 or 1 credit

A mixed-voice choir which studies and performs significant choral literature of all periods and styles, and which serves the university through participation in official events. Enrollment by

audition and consent of the director. Maximum of eight credits may be used toward a degree.

+MUS 112: Bee Sharp (Vocal Ensemble) • 1 credit

Male a cappella choir which studies and performs significant choral literature of all periods and styles through focusing on barbershop and contemporary choral music, and which serves the university through participation in official events. Enrollment by audition and consent of the director.

+MUS 115. Music in Culture • 3 credits

A listening course exploring the role of music in several world cultures. Recommended for non-majors. The ability to read music is not required for the course, but may be helpful.

+MUS 116. Topics in Music Culture • 3 credits

A listening course exploring a single music culture. The class explores the roots of the selected culture, its musical characteristics, the meaning of the music within the culture, and its influence on the world beyond.

+MUS 117. Symphonic Band • 0 or 1 credit

A group that performs wind band literature of all periods and styles. Rehearsal and performance of the finest wind repertoire at the highest level will enhance the student's aesthetic awareness and perception. Involvement with performed music at home concerts, off-campus performances, civic and athletic events will raise the student's awareness of music as a powerful cultural force. Maximum of eight credits may be used toward a degree.

+MUS 118. Jazz Ensemble • 0 or 1 credit

A select group that studies and performs music in various jazz styles. Performance of jazz music at the highest level will enhance student's aesthetic awareness and perception. Performances on and off campus will raise the student's awareness of music as a powerful cultural force. Maximum of four credits may be used toward a degree. Recommended: MUS 117.

+MUS 119. String Orchestra • 0 or 1 credit

Ensemble concentrating on a variety of orchestral literature. Maximum of eight credits may be used toward a degree. Prerequisites: Instructor consent required.

+MUS 120. Jazz Appreciation • 3 credits

A historical presentation of jazz in America. An investigation and analysis of all types of jazz from Early New Orleans Jazz to current contemporary styles. Designed to enhance the listening skills of the student regardless of background or musical experience. Students will acquire the skills necessary to enjoy and appreciate jazz at a deeper level and discriminate between different types of jazz.

+MUS 121–127. Ensemble • 0 or 1 credit

Ensemble work in the following groups:

- 121. Vocal Ensemble
- 122. String Ensemble
- 123. Woodwind Ensemble

124. Brass Ensemble

125. Piano Ensemble

126. Mixed Ensemble

127. Percussion Ensemble

Offered on as-needed basis. Maximum of four credits may be used toward a degree. Prerequisites: Instructor consent required.

+MUS 128. Athletic Band • 0 or 1 credit

Athletic Band is an academic course and ensemble designed to allow students to perform and entertain the St. Ambrose campus and surrounding Quad City Community.

- a. Marching Band
- b. Pep Band
- c. Marching Percussion Techniques
- d. Color Guard Techniques

+MUS 130. History of Rock & Roll • 3 credits

An investigation and analysis of all types of rock and roll and/or popular music. The course is designed to enhance the listening skills of the student regardless of background or musical experience. Students will acquire the skills necessary to enjoy and appreciate rock/pop music at a deeper level and discriminate between different types of music.

+MUS 150. Composition Class • 3 credits

An exploration of compositional techniques and use of current technology as creative tool for musical expression. Designed for those interested in the process of writing music, recording music on a computer, and arranging for acoustic instruments. Class meetings include structured lessons in contemporary music, and student-led presentations of projects. Class assignments involve the opportunity to use computer/midi-synthesizer technologies. Prerequisite: MUS 101 or the ability to read music.

+MUS 180. Introduction to Audio Recording, Editing and Live Sound Engineering • 3 credits

Hands-on introduction to the foundational concepts and techniques of audio recording, editing and live sound engineering. Topics and skills covered include studio signal flow, digital audio and computer-based recording systems, microphone selection and placement, speaker selection and placement, use of effects processors, tracking, overdubbing, mixing, editing and critical listening.

MUS 201. Music Theory & Aural Skills I • 3 credits

This course is designed for the developing first year music major and minor, introducing music theory and aural skills concurrently. Music theory topics include major and minor scales, key signatures, intervals, triads, seventh chords, diatonic harmonies in major and minor keys, figured bass notation, and an introduction to rhythm and meter. Aural skills topics include sight singing melodies, music dictation (intervals, melodies, chord types, rhythm, harmonic progression), and sight reading basic rhythmic exercises.

MUS 202. Music Theory & Aural Skills II • 3 credits

This course is a continuation of MUS 201: Music Theory and Aural Skills I. Music theory topics emphasize part-writing,

instrumental ranges and transposition, harmonic progressions and sequences, cadences, phrase structure and non-chord tones. Aural skills topics will continue sight-singing and rhythmic reading with increasing complexity. In addition, students will dictate intervals, melodies, chord types, harmonic progressions and rhythmic excerpts at an intermediate level. Prerequisites: MUS 201, with a minimum grade of C is required.

+MUS 203. Applied Music (Voice or Instrument) • 0–2 credits

Private lessons in selected instrument or voice. Can be repeated up to eight credits. One 30-minute lesson per week for each semester hour of credit. Students studying their instrument/voice for 2 credits are expected to practice twice as much. They are expected to cover more repertoires, make greater progress in technique, and to perform at a higher level than those registered for 1 credit. For fees, see Expenses section. Prerequisites: Music majors and minors only and scholarship recipients.

MUS 221. Piano Techniques I • 1 credit

Introductory course for basic keyboard skills for classroom and personal use, including major scales, primary chords, harmonization, sight reading, and transposition. Required for first-year music and music education majors. Class open to music majors and minors only.

MUS 222. Piano Techniques II • 1 credit

Continuation of Techniques for Piano, learning basic keyboard skills, including minor scales, seventh chords, accompanying skills, harmonization and transposition of chord charts. Required class for music and music education majors who have completed Technique for Piano. Limit 6 students. Prerequisite: MUS 221 or permission of the instructor.

MUS 234. Percussion Techniques • 1 credit

Basic information concerning teaching methods and performance techniques for musical instruments common to the percussion family. Provides the ability to teach beginning students at the elementary or secondary school levels and to continue to provide them with an accepted, organized approach to learning and developing percussion techniques and skills. Acquaint students with the history of each major instrument, their acoustical properties and methods of sound production, and the idiosyncrasies of percussion music notation. Prerequisite: Music majors only.

MUS 235. Brass Techniques • 1 credit

Basic information concerning teaching methods and performance techniques for music instruments common to the brass family. Students will follow a course of study that will enable them to teach beginning students at the elementary or secondary school levels and to continue to provide them with an accepted, organized approach to learning and developing brass techniques and skills. Course is designed to acquaint students with the history of each major instrument, their acoustical properties and methods of sound production.

MUS 236. Vocal Techniques: Pedagogy • 1 credit

Students explore their individual voices and share their experiences with the class. Each student will also work as a voice instructor for another student of the opposite gender who is not in the class. Particular attention will be given to understanding the basics of the vocal instrument (physiology, design, etc.), diagnosing and correcting vocal faults, addressing issues of vocal health, as well as warm-ups, proper practice, breath control, and other issues of vocal production. Prerequisite: Music majors only.

MUS 237. Vocal Techniques: Diction • 1 credit

Explore the unique sounds in languages primarily employed in choral and vocal music, especially Italian, German, French, and Latin. Particular attention will be given to understanding the International Phonetic Alphabet (IPA), and its application to use in the classroom and studio lessons to effectively teach proper pronunciation combined with healthy vocal production. Prerequisite: Music majors only.

MUS 238. Woodwind Techniques • 1 credit

Basic information concerning teaching methods and performance techniques for musical instruments common to the woodwind family. Learn how to teach beginning students at the elementary or secondary school levels and to continue providing them with an accepted, organized approach to learning and developing woodwind techniques and skills. Course is designed to acquaint students with the history of each major instrument, their acoustical properties and methods of sound production. Prerequisite: Music majors only.

MUS 239. String Techniques • 1 credit

Basic information concerning teaching methods and performance techniques for music instruments common to the string family. Students will follow a course of study that will enable them to teach beginning students at the elementary or secondary school levels and to continue to provide them with an accepted, organized approach to learning and developing string techniques and skills. Course is designed to acquaint students with the history of each major instrument, their acoustical properties and methods of sound production.

MUS 242. Techniques for Studio Teaching • 1 credit

Procedures and techniques for effective individual and group lessons. Successful operation of a private teaching studio. Resources for the independent/studio instructor.

MUS 301. Music Theory & Aural Skills III • 3 credits

This course is a continuation of MUS 202: Music Theory and Aural Skills II. Music theory topics emphasize chromatic harmonies and include analyzing and writing secondary dominants, secondary leading-tone chords, modulations, mode mixture, Neapolitans, augmented sixth chords, extended harmonies (including 9th, 11th and 13th chords), and chromatic mediant relationships. Aural skills topics include sight singing, chromatic melodies, and melodies that modulate. In addition, students will dictate melodies, harmonic progressions and rhythmic excerpts that correspond to the theoretical topics covered. Prerequisites: MUS 202, with a minimum grade of C.

MUS 302. Music Theory and Analysis IV • 3 credits

A continuation of MUS 301: Music Theory and Aural Skills III. This course explores chromatic practices of the 19th century, jazz theory, and compositional techniques used in 20th and 21st century classical music. Set theory, serialism and post war developments are discussed in detail. This course also covers analysis of the following forms: binary, ternary sonata, rondo, theme -and-variations, blues, popular song form and “rhythm changes”. Prerequisites: MUS 301, with a minimum grade of C.

+MUS 303. Advanced Applied Music (Voice or Instrument)* • 1–2 credits

Private lessons in selected instrument or voice. Can be repeated for credit. One 30-minute lesson per week for each semester hour of credit. Students studying their instrument/voice for 2 credits are expected to practice twice as much. They are expected to cover more repertoire, make greater progress in technique, and to perform at a higher level than those registered for 1 credit. For fees, see Expenses section. Permission of instructor required for 2 credit option and for the first registration in 303. Prerequisites: MUS 103 or 203; instructor consent.

+MUS 309. Music in Liturgy • 3 credits

History and development of Christian worship with special emphasis on musical traditions. The theological, pastoral, and practical aspects of planning contemporary Catholic and Protestant worship services. Practical experience in liturgical planning. Prerequisites: Ability to read music and instructor consent.

+MUS 311. Chamber Singers • 0 or 1 credit

Mixed-voice chamber choir which studies and performs significant choral literature of all periods and styles, while specializing in music of the Renaissance and early Baroque; and which serves the university through participation in official events. Enrollment by audition. Maximum of four credits may be used toward completion of a degree. Prerequisite: Instructor consent.

+MUS 313. STAMVOJA • 0 or 1 credit

Mixed-voice choir which studies and performs significant vocal jazz and popular choral literature, and also serves the university through participation in official events. Enrollment by audition. Maximum of four credits may be used toward a degree. Prerequisite: Instructor consent required.

+MUS 315. Music and Social Justice • 3 credits

This is an ethnomusicology course focusing on the role of music as a force for social change. Students will learn the connection between music and political culture; how music is used as a common force to bring people together for common goals; ways in which music is used to subvert a dominant social power; how music, and songs in particular, inform our identities and allow us to express ourselves; that music can transcend perceived barriers and be made even by those who may outwardly appear very different. This is a listening course in which we analyze the effectiveness of songs from a socio-political perspective and

students don't need any experience with playing or singing music.

MUS 317. Introduction to Musical Theatre • 3 credits

Cross-discipline course providing musical and theatre background for music and theatre majors and minors. Explores areas common to both disciplines and enables students to share strengths. Helps students develop basic and more advanced skills in the musical theatre and gives a broad knowledge of the medium.

MUS 318. Marching Band/Jazz Band Procedures • 2 credits

Philosophy, administration, and instruction for the school marching band and jazz band programs. Development of organizational and rehearsal techniques, needed to create successful marching band and jazz band programs. Practical experience and rehearsal techniques in a variety of instructional settings. Prerequisite: Music majors only.

MUS 319. Conducting • 3 credits

Addresses essentials of conducting, with technique and mechanics of the baton, literature pertaining to the art of conducting, rehearsal procedure, and conducting practice. Prerequisite/Corequisite: MUS 201 with a grade of C or better.

MUS 320. Instrumental Methods and Materials – Vocal Directors • 1 credit

Study of materials, media, and methods used in teaching instrumental music in the public schools (Grades 5-12). Provides information and practice regarding lesson and unit planning, application of theory and pedagogy. The course also serves to refine techniques of rehearsing and conducting instrumental performance groups. This section is designed for vocal music education majors. Prerequisites: MUS-319 with a minimum grade of C; Choral Music Education major.

MUS 321. Choral Methods and Materials – Instrumental Directors • 1 credit

This course addresses the skills necessary to be a successful music educator in the choral classroom. Elements of successful choral classroom management, rehearsals and performances will be addressed, including range and tessitura, warm-ups, rehearsal planning and pacing, and concert preparation/performance. Further choral topics to be addressed include intonation, vocal production, ensemble balance, diction, and style. This section is designed for instrumental music education majors. Prerequisites: MUS 319 with a minimum grade of C; Instrumental Music Major.

MUS 322. Choral Materials, Methods, and Rehearsal Techniques • 3 credits

Study of materials, media, and methods used in teaching instrumental music in the public schools (Grades 5-12). Prerequisites: MUS-202 with a minimum grade of C; MUS-319 with a minimum grade of C; Choral Music Education major.

MUS 323. Instrumental Materials, Methods, and Rehearsal Techniques • 3 credits

Study of teaching methods and materials used in teaching instrumental music in the schools (Grades 5-12). Prerequisites: MUS-202 with a minimum grade of C; MUS 319 with a minimum grade of C; Instrumental Music Major.

MUS 324. Music Technology and Practicum • 1 credit

Educational use of technologies including computers, MIDI and electronic keyboards, amplification, recording and playback of sound. Individualized projects with technological components.

MUS 325. Music History and Literature I • 3 credits

Detailed study of the history of music and music literature from Gregorian chant to the music of Beethoven. Emphasis is on developing listening skills for characteristics of time periods as well as specific composers. Prerequisites: MUS 202, with a minimum grade of C.

WI-MUS 326. Music History and Literature II • 3 credits

Romanticism to the Present. Detailed study of history of music and music literature from the music of the Romantic Era to the present, including popular music styles (particularly from the United States) and Ethnomusicology. Emphasis is on developing listening skills for characteristics of time periods and specific composers as well as writing skills about music. Prerequisites: MUS 202, with a minimum grade of C; ENGL 101, with a minimum grade of C.

MUS 403. Senior Capstone • 2 credits

Private lessons in selected instrument or voice. Can be repeated for credit. One 30-minute lesson per week for each semester hour of credit. Students studying their instrument/voice for 2 credits are expected to practice twice as much. They are expected to cover more repertoires, make greater progress in technique, and to perform at a higher level than those registered for 1 credit. Prerequisites: Music or Music Education Majors only.

MUS 450. Independent Study in Music • 1–3 credits

Individual research and/or writing on and approved project, or work and performance on an approved project. Prerequisite: Instructor consent.

Natural Science

NSCI 105. Introduction to Physical Science • 4 credits

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

NSCI 106. Energy • 4 credits

Study of energy, its use and the underlying physics principles. Topics include energy, work, heat and conservation of energy; energy conversions; energy resources; energy uses and impacts on the environment; renewable and nonrenewable energies; and future energy alternatives. Lectures and laboratory sessions.

+NSCI 205/EDGEOG 201. Physical Geography • 3 credits

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

Natural environment with emphasis on spatial interaction of elements, resources and their uses.

New Student Seminar

NSS 101. New Student Seminar • 1 credit

New Student Seminar helps new students make a successful academic, personal, and social transition to St. Ambrose University. This course aims to instill in SAU students a sense of academic community, to effectively convey the expectations of being a college student in a liberal arts tradition, to facilitate thoughtful exploration of interests, majors, and careers, and to expose students to educationally purposeful activities in and out of the classroom.

Nursing

NB 471. Leadership Roles in Nursing • 2 credits

This course examines the leadership character and management roles of the baccalaureate nurse. The nursing process is the basis for discussion of holistic care of individuals, families, groups, communities, and populations (humanity) in a variety of health care systems and organizations (environments). The leadership role of nursing includes discussion of organizational and systems leadership for client safety and quality care, the management of staff and care for groups of clients, and healthcare policy, finance, and regulatory environments. Critical analysis of the nursing literature is incorporated to support nursing practice and to examine the legal, ethical, moral, and technological aspects of professional nursing. Prerequisites: Admission to the Nursing program; NB 462, 467, 473; NL 462.

NL 471. Leadership Roles in Nursing – Clinical • 3 credits

Theory and clinical experiences provide opportunities for students to examine the aspects of leadership and management, incorporating the knowledge, attitudes, and critical thinking of the professional nurse. This clinical experience will be with assigned preceptors and focus on leadership and management of client care. Students will explore the transition from student to novice BSN nurse during the preceptored experience. Prerequisites: Admission to the Nursing program; NB 462, 467, 473; NL 462.

NB 472. Nursing Seminar • 2 credits

This course provides opportunity for students to synthesize, integrate, and apply concepts of professional nursing that were previously learned through baccalaureate didactic and clinical education. The student will synthesize, integrate, and apply program learning into a final synthesis paper. Students will use reflection exercises to set goals and evaluate their progress toward their degree. An intentional focus will be on concepts necessary to pass the NCLEX-RN exam. This must be the last nursing course in the BSN program. Prerequisites: Admission to the Nursing program; NB 462, 467, 473; NL 462.

NURS 302. Health Assessment • 3 credits

Develop nursing knowledge and skills necessary to perform comprehensive and person-centered health assessments of

individuals across the lifespan. Apply clinical judgement to interpret assessment data. Prerequisite: Admission to the Nursing Program.

NURS 303. Health Assessment • 3 credits

Develop nursing knowledge and skills necessary to perform comprehensive and person-centered health assessments of individuals across the lifespan. Apply clinical judgement to interpret assessment data. Prerequisite: Admission to the Nursing Program.

NURS 312. Applied Nursing Experience • 1 credit

Incorporate theoretical knowledge with practical skills, equipping students with the necessary tools to provide high-quality care. Through the participation in nursing care, clinical judgement, and the use of current equipment and technology to foster confidence and competence in a controlled and supportive environment. Prerequisite: Admission to the Nursing Program.

NURS 313. Applied Nursing Experience • 1 credit

Incorporate theoretical knowledge with practical skills, equipping students with the necessary tools to provide high-quality care. Through the participation in nursing care, clinical judgement, and the use of current equipment and technology to foster confidence and competence in a controlled and supportive environment. Prerequisite: Admission to the Nursing Program.

NURS 316. Pathophysiology • 4 credits

Apply a foundational comprehension of specific pathophysiological disorders across the lifespan. Explore pathophysiologic processes and their connections to contemporary health concerns through the application of evidence-based nursing practices. Prerequisite: Admission to the Nursing Program.

NURS 317. Pathophysiology • 4 credits

Apply a foundational comprehension of specific pathophysiological disorders across the lifespan. Explore pathophysiologic processes and their connections to contemporary health concerns through the application of evidence-based nursing practices. Prerequisite: Admission to the Nursing Program.

NURS 326. Nursing Pharmacotherapeutics • 3 credits

Apply a foundational comprehension of specific pharmacological concepts and principles to the care of the individual across the lifespan. Explore the fundamentals of drug mechanisms and interactions, classifications of drugs and their prototypes, and an examination of drug considerations. Prerequisite: Admission to the Nursing Program.

NURS 327. Nursing Pharmacotherapeutics • 3 credits

Apply a foundational comprehension of specific pharmacological concepts and principles to the care of the individual across the lifespan. Explore the fundamentals of drug mechanisms and interactions, classifications of drugs and their prototypes, and an examination of drug considerations. Prerequisite: Admission to the Nursing Program.

NURS 336. Health Promotion & Risk Prevention • 2 credits

Develop a comprehensive understanding of health promotion strategies necessary to assess and manage various health risks affecting individuals and populations across the lifespan. Apply knowledge, skills, and attitudes necessary to promote wellness, prevent illness, and address health disparities effectively to diverse clinical settings and within the broader community. Prerequisite: Admission to the Nursing Program.

NURS 337. Health Promotion & Risk Prevention • 1 credit

Develop a comprehensive understanding of health promotion strategies necessary to assess and manage various health risks affecting individuals and populations across the lifespan. Apply knowledge, skills, and attitudes necessary to promote wellness, prevent illness, and address health disparities effectively to diverse clinical settings and within the broader community. Prerequisite: Admission to the Nursing Program.

WI NURS 346. Role of Professional Nurse: Foundation • 3 credits

Provide nursing students with a comprehensive understanding of the historical context, significance, and maintenance of professional identity within the field of nursing. Cultivate the knowledge, skills, and attitudes necessary to establish a strong sense of professional identity, fostering personal growth, ethical decision-making, and excellence in patient care. Prerequisite: Admission to the Nursing Program; ENGL 101, with a minimum grade of C.

WI NURS 347. Role of Professional Nurse: Foundation • 3 credits

Provide nursing students with a comprehensive understanding of the historical context, significance, and maintenance of professional identity within the field of nursing. Cultivate the knowledge, skills, and attitudes necessary to establish a strong sense of professional identity, fostering personal growth, ethical decision-making, and excellence in patient care. Prerequisite: Admission to the Nursing Program; ENGL 101, with a minimum grade of C.

d1 NURS 356. Role of Professional Nurse: Person-Centered Care • 3 credits

Develop the essential skills to reduce stigma, empower patients, and advocate for equitable healthcare access. Ensure a more comprehensive and compassionate approach to nursing care that embraces the health experience for the individual, family, and caregiver. Incorporates the critical topics of culture, stigma, and advocacy to enhance student's knowledge, skills and attitudes in providing person-centered care. Prerequisites: NURS 302, 312, 316, 326, 336, 346.

d1 NURS 357. Role of Professional Nurse: Person-Centered Care • 3 credits

Develop the essential skills to reduce stigma, empower patients, and advocate for equitable healthcare access. Ensure a more comprehensive and compassionate approach to nursing care that embraces the health experience for the individual, family, and caregiver. Incorporates the critical topics of culture, stigma, and advocacy to enhance student's knowledge, skills and attitudes in

providing person-centered care. Prerequisite: NURS 347.

NURS 366. Integrated Care I • 4 credits

Identify fundamental knowledge based on the principles of nursing practice. Apply nursing principles that support person-centered care across the lifespan. Prerequisites: NURS 302, 312, 316, 326, 336, 346.

NURS 367. Integrated Care I • 4 credits

Identify fundamental knowledge based on the principles of nursing practice. Apply nursing principles that support person-centered care across the lifespan. Prerequisites: NURS 303, 317, 327. Corequisite: NURS 383.

NURS 372. Applied Learning Experiences II • 2 credits

Integrate theoretical knowledge and practical skills in delivering person-centered care to diverse populations. Opportunity to use clinical judgement, collaboration, the use of current equipment and technology through applied learning experiences and direct care. Prerequisites: NURS 302, 312, 316, 326, 336, 346.

NURS 373. Applied Learning Experiences II • 2 credits

Integrate theoretical knowledge and practical skills in delivering person-centered care to diverse populations. Opportunity to use clinical judgement, collaboration, the use of current equipment and technology through applied learning experiences and direct care. Prerequisites: NURS 303, 317, 327, 347. Corequisite: NURS 377.

NURS 376. Mental Wellness • 3 credits

Examine a theoretical and practice-based overview of mental wellness. Interpret the role of the nurse in person-centered care in addressing the mental health needs of individuals and populations. Prerequisites: NURS 302, 312, 316, 326, 336, 346.

NURS 377. Mental Wellness • 3 credits

Examine a theoretical and practice-based overview of mental wellness. Interpret the role of the nurse in person-centered care in addressing the mental health needs of individuals and populations. Prerequisite: NURS-313. Corequisite: NURS 373.

NURS 382. Clinical Application II • 2 credits

Apply the nursing process incorporating evidence, assessment, and clinical judgement in dynamic care experiences. Utilize nursing knowledge, skills, and attitude for holistic care of diverse individuals. Prerequisites: NURS 302, 312, 316, 326, 336, 346.

NURS 383. Clinical Application II • 2 credits

Apply the nursing process incorporating evidence, assessment, and clinical judgement in dynamic care experiences. Utilize nursing knowledge, skills, and attitude for holistic care of diverse individuals. Prerequisites: NURS-303, 317, 327. Corequisite: NURS 367.

WI NURS 386. Evidence-based Practice • 3 credits

Integrate current research evidence into clinical practice. Develop critical thinking, research appraisal, and application

skills essential for delivering high-quality, evidence-based care. Prerequisites: NURS 302, 312, 316, 326, 336, 346.

WI NURS 387. Evidence-based Practice • 3 credits

Integrate current research evidence into clinical practice. Develop critical thinking, research appraisal, and application skills essential for delivering high-quality, evidence-based care. Prerequisite: NURS 347; ENGL 101, minimum grade of C.

NURS 399. Independent Research • 1-6 Credits

An independent nursing project with permission of department chairperson to broaden the foundation of knowledge within the field of nursing. Supervision is assigned to a faculty member with expertise in an area of requested study. Student with an interest in any aspect of nursing can integrate information from several fields within nursing and focus on the question to be investigated. Instructor's consent required.

NURS 416. Integrated Care II • 4 credits

Enhance the application of the nursing process utilizing the foundational knowledge across diverse health conditions. Analyze advanced nursing principles that support person-centered care across the lifespan. Prerequisites: NURS 356, 366, 372, 376, 382, 386.

NURS 417. Integrated Care II • 4 credits

Enhance the application of the nursing process utilizing the foundational knowledge across diverse health conditions. Analyze advanced nursing principles that support person-centered care across the lifespan. Prerequisite: NURS 367. Corequisite: NURS 423.

NURS 422. Clinical Application III • 2 credits

Implement the nursing process within the clinical setting utilizing theoretical content, skills, and clinical judgement through evidence-based practice in a dynamic care environment. Integrate nursing knowledge, skills and attitudes for holistic care of diverse individuals and populations. Prerequisites: NURS 356, 366, 372, 376, 382, 386.

NURS 423. Clinical Application III • 2 credits

Implement the nursing process within the clinical setting utilizing theoretical content, skills, and clinical judgement through evidence-based practice in a dynamic care environment. Integrate nursing knowledge, skills and attitudes for holistic care of diverse individuals and populations. Prerequisite: NURS 383. Corequisite: NURS 417.

NURS 426. Reproductive Health and Nursing Care of the Family • 3 credits

Demonstrate a comprehensive understanding of sexuality, reproductive health, and the care of pregnant individuals, newborns, children, and families. Apply the knowledge and skills necessary to provide competent and compassionate care across the lifespan, addressing these specific populations' physiological, emotional, and psychosocial needs. Prerequisites: NURS 356, 366, 372, 376, 382, 386.

NURS 427. Reproductive Health and Nursing Care of the Family • 3 credits

Demonstrate a comprehensive understanding of sexuality, reproductive health, and the care of pregnant individuals, newborns, children, and families. Apply the knowledge and skills necessary to provide competent and compassionate care across the lifespan, addressing these specific populations' physiological, emotional, and psychosocial needs. Prerequisites: NURS 303, 317, 327, 347.

NURS 432. Applied Learning Experiences III • 2 credits

Implement person-centered care through the appraisal of crucial roles that professional nurses play in collaboration with the interprofessional team across health care settings. Emphasize the needs of diverse populations through careful examination of the unique needs, preferences, and values of individuals, communities or populations an integration of these needs to tailor and manage complex care. Prerequisites: NURS 356, 366, 372, 376, 382, 386.

NURS 433. Applied Learning Experiences III • 2 credits

Implement person-centered care through the appraisal of crucial roles that professional nurses play in collaboration with the interprofessional team across health care settings. Emphasize the needs of diverse populations through careful examination of the unique needs, preferences, and values of individuals, communities or populations an integration of these needs to tailor and manage complex care. Prerequisite: NURS 373. Corequisite: NURS 437.

d2 NURS 436. Global Population Health • 3 credits

Global healthcare systems, population health framework, and their influences on health outcomes are introduced. Engage in clinical judgement related to the influences of health outcomes in a global environment, including cultural, social, economic, environmental, and political factors. Special emphasis will be placed on health and wellness through a social justice lens. Prerequisites: NURS 356, 366, 372, 376, 382, 386.

d2 NURS 437. Global Population Health • 3 credits

Global healthcare systems, population health framework, and their influences on health outcomes are introduced. Engage in clinical judgement related to the influences of health outcomes in a global environment, including cultural, social, economic, environmental, and political factors. Special emphasis will be placed on health and wellness through a social justice lens. Prerequisite: NURS 337. Corequisite: NURS 433.

NURS 446. Role of the Professional Nurse: Innovation and Leadership • 3 credits

Synthesize core concepts of professional nursing that define the role of the nurse. Emphasize innovation and the ability to navigate complex healthcare delivery systems, fostering a deep understanding of the interplay between leadership, management, and the evolving healthcare landscape. Prerequisites: NURS 356, 366, 372, 376, 382, 386.

NURS 447. Role of the Professional Nurse: Innovation and Leadership • 3 credits

Synthesize core concepts of professional nursing that define the role of the nurse. Emphasize innovation and the ability to navigate complex healthcare delivery systems, fostering a deep understanding of the interplay between leadership, management, and the evolving healthcare landscape. Prerequisite: NURS 357.

NURS 460. Concepts of Applied Nursing Care • 3 credits

Interpret and synthesize client conditions using the nursing process to develop competencies in nursing care, problem-solving methodologies, clinical judgment and communication. Incorporates nursing concepts specific to genomic nursing. Particular emphasis is placed on optimizing quality of life and health outcomes for individuals and groups. Prerequisites: NURS 410, 415, 425, 435, 440, 445.

NURS 465. Concepts of Chronicity • 3 credits

Students will consider the chronic health experience from the client, family and caregiver perspective. Explore the nurse's role in providing compassionate, evidence-based interprofessional care. Models of care are woven throughout course concepts to prepare nurses to meet chronic and end of life nursing care competencies. Prerequisites: NURS 410, 415, 425, 435, 440, 445.

NURS 466. Integrated Care III • 3 credits

Appraise contemporary nursing practices to promote delivery of exceptional care across the lifespan. Manage health outcomes utilizing nursing principles that support person-centered care in individuals and populations. Prerequisites: NURS 416, 422, 426, 432, 436, 446.

NURS 467. Integrated Care III • 3 credits

Appraise contemporary nursing practices to promote delivery of exceptional care across the lifespan. Manage health outcomes utilizing nursing principles that support person-centered care in individuals and populations. Prerequisite: NURS 417. Corequisite: NURS 483.

NURS 472. Nursing Practicum: Transition to Practice • 3 credits

Manage holistic care for diverse individuals and populations through prioritization of individual needs, preferences, and values in a dynamic care environment. Demonstrate effective use of the nursing process through the integration of clinical judgement, nursing skills, and attitudes. Prerequisites: NURS 416, 422, 426, 432, 436, 446.

NURS 473. Nursing Practicum: Transition to Practice • 3 credits

Manage holistic care for diverse individuals and populations through prioritization of individual needs, preferences, and values in a dynamic care environment. Demonstrate effective use of the nursing process through the integration of clinical judgement, nursing skills, and attitudes. Prerequisite: NURS 423. Corequisite: NURS-487.

NURS 475. Leadership and Contemporary Issues • 3 credits

Explore the role of nurse as leader and manager in the context of contemporary issues within health care. Emphasis will be on

leadership skills, complex and multi-functional health care delivery systems. Prerequisites: NURS 410, 415, 425, 435, 440, 445.

NURS 476. Role of the Professional Nurse: Palliation and Supportive Care • 3 credits

Integrate the principles, practices, and ethical considerations of palliation and supportive care with theoretical nursing knowledge to optimize quality of life. Explore the holistic care approach through a person-centered lens. Prerequisites: NURS 416, 422, 426, 432, 436, 446.

NURS 477. Role of the Professional Nurse: Palliation and Supportive Care • 3 credits

Integrate the principles, practices, and ethical considerations of palliation and supportive care with theoretical nursing knowledge to optimize quality of life. Explore the holistic care approach through a person-centered lens. Prerequisite: NURS 447.

NURS 482. Applied Learning Experiences IV • 2 credits

Facilitate person-centered care using theoretical knowledge and management of practical skills in the delivery of complex care for individuals, communities, and populations. Optimize the use of clinical judgement, current equipment and technology in care management through collaboration with stakeholders. Prerequisites: NURS 416, 422, 426, 432, 436, 446.

NURS 483. Applied Learning Experiences IV • 2 credits

Facilitate person-centered care using theoretical knowledge and management of practical skills in the delivery of complex care for individuals, communities, and populations. Optimize the use of clinical judgement, current equipment and technology in care management through collaboration with stakeholders. Prerequisite: NURS 433. Corequisite: NURS 467.

WI-NURS 485. Professional Nursing Capstone • 3 credits

Integrate nursing concepts, knowledge, skills, and attitudes for high quality and safe nursing care. Synthesize comprehensive use of nursing concepts for safe practice. Prerequisites: NURS 410, 415, 425, 435, 440, 445; ENGL 101, with a minimum grade of C.

NURS 486. Scholarship for Nursing Practice • 3 credits

Synthesize the knowledge, skills and attitudes necessary to drive positive change in healthcare quality. Explore the principles, methodologies, and best practices of quality improvement within the healthcare context, emphasizing the pivotal role of nurses as leaders in the change process. Prerequisites: NURS 416, 422, 426, 432, 436, 446.

NURS 487. Scholarship for Nursing Practice • 3 credits

Synthesize the knowledge, skills and attitudes necessary to drive positive change in healthcare quality. Explore the principles, methodologies, and best practices of quality improvement within the healthcare context, emphasizing the pivotal role of nurses as leaders in the change process. Prerequisite: NURS 487. Corequisite: NURS 473.

NURS 495. Advanced Nursing Practicum • 3 credits

Integrate concepts of nursing and the professional role in the capstone practicum. Demonstrate knowledge, skills, and attitudes for holistic care for diverse individuals and groups. Prerequisites: NURS 410, 415, 425, 435, 440, 445.

Philosophy

+PHIL 100. Philosophies of Life • 3 credits

This introductory level course addresses the question, “What makes life good, meaningful, or worth living?” as well as questions about the nature of the human person and the person's relation to the world. Students will identify and clarify their own values and beliefs by using literary and philosophical texts.

+PHIL 102. Critical Thinking • 3 credits

Designed to strengthen a student's ability to analyze and evaluate arguments.

+WI PHIL 200. Philosophical Methods • 3 credits

The course introduces two central philosophical methods: Socratic Method and symbolic logic. Students will learn the basic skills, strategies, and concepts essential to these methods and employ them to analyze and evaluate scholarly positions and to develop their own position on a philosophical question. Prerequisites: ENGL 101, with a minimum grade of C; one Philosophy course.

+PHIL 207. Ethics • 3 credits

Involves a study of the foundations of moral reasoning and traditional ethical theories.

PHIL 210. Social/Political Philosophy • 3 credits

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

+PHIL 217. History of Ancient Philosophy • 3 credits

This course introduces students to the history of Western philosophy by examining the positions of, among others, the Pre-Socratics, Plato, Aristotle and the Hellenistic schools. A study of philosophical thought in Greece and Rome between 600 B.C.E. and 200 C.E.

+PHIL 305. Business Ethics • 3 credits

In this course we will study ethical principles and the application of ethical principles to situations relevant to decision-making in the professional and business world. Students are expected to reflect on question-raising situations that demand careful, informed moral deliberation. Prerequisite: Take one lower level PHIL course.

+PHIL 310. Bio-Medical Ethics • 3 credits

In this course we will study ethical principles and apply them to situations relevant to decision-making in the health care professions. Students will be expected to reflect on question-raising situations that demand careful, informed moral deliberation. Prerequisite: Take one lower level PHIL course.

+PHIL 311/THEO 311. Environmental Ethics • 3 credits

Discusses environmental issues, analyzes philosophical and theological responses, calls for an evaluation of those responses and challenges the students to draw their own critical conclusions. Prerequisite: Take one lower level PHIL course.

+PHIL 338 Philosophy and Science Fiction • 3 credits

This course examines the ways in which science fiction authors have imagined our future in novels, short stories, movies and TV shows, and how these stories raise (humorously or in gloomy tones) philosophical concerns about human society – our use of technology, our relations with other beings, our images of progress, our most common blind spots. What does our future tell us about our present? Prerequisite: Take one lower level PHIL course.

+PHIL 340. Philosophy of Sex and Love • 3 credits

Become familiar with the major moral issues surrounding sexuality. Careful examination of major topics in the history and philosophy of love such as romantic love, distinction of love and lust, and the relation of love to marriage and to sex. Prerequisite: Take one lower level PHIL course.

+PHIL 343. Ethics of Peace and Non-Violence • 3 credits

An inquiry into the concepts of peace and justice, the methods of conflict resolution, and the various dimensions of a peaceful world. Examine, among others, the positions of Mahatma Gandhi, Martin Luther King Jr. and Thomas Merton. Prerequisite: Take one lower level PHIL course or JPS-101.

+PHIL 350. Philosophy of Religion • 3 credits

A detailed evaluation of topics such as the traditional arguments for the existence of God; the problem of evil, the possibility of an afterlife; the relationship between psychology and religion; and the arguments for atheism. Prerequisite: Take one lower level PHIL course.

+PHIL 360. From Ambrose to Galileo: Philosophy from the Romans to the Renaissance • 3 credits

This course examines the development of philosophical thought in Mediterranean civilizations throughout Late Antiquity (ca. 250-500), early, middle and late Medieval periods (ca. 900, 1200, 1400), and the early Renaissance (ca. 1500). We will travel back in time to examine philosophical views during the height and fall of the Western Roman Empire, Byzantine, the Islamic World, Medieval Europe, and the Renaissance, meeting massively influential personalities such as Plotinus, Augustine, Ambrose, Boethius, Avicenna, Al-Ghazali, Averroes, Anselm, Aquinas, Dante and Galileo. Prerequisite: Take one lower level PHIL course. Recommended prerequisite: PHIL 217.

+WI-PHIL 375. Existentialism • 3 credits

Students will read and use writing to reflect on literary and philosophical texts addressing the broad theme of deeply personal concern for the meaning or significance of an individual's existence. Specific topics may include the absurdity of existence, anxiety in the face of death, the celebration of freedom and individuality, and the quest for authenticity.

Prerequisites: Take one lower level PHIL course; ENGL 101, with a minimum grade of C.

+PHIL 385 Artificial Intelligence and Philosophy Workshop • 3 credits

This course is a collaborative workshop in which students and instructor work together to explore and learn about artificial intelligence from interdisciplinary perspectives, paying special attention to philosophical questions and issues relevant to the field of artificial intelligence (AI). Prerequisite: Take one lower level PHIL course.

+PHIL 390. Special Topics in Philosophy • 3 credits

Investigates topics not covered in regular course offering, particularly interdisciplinary topics that connect philosophy to other fields of study or areas of culture. Prerequisite: Take one lower level PHIL course.

PHIL 400. Philosophy and the Scientific Revolution • 3 credits

The scientific revolution of the 16th to 18th centuries involved a radical, – at times dangerous – shift in Western thought which gave birth to modern science. This course examines the philosophical questions and debates that both rose out of and informed the advances of scientists such as Copernicus, Galileo, and Newton. Recommended for philosophy majors and may be of particular interest to STEM and history majors. Prerequisite: At least two PHIL courses, one at the 200 level or above.

PHIL 405. Philosophy of Knowledge • 3 credits

This course considers questions associated with the nature, scope and reliability of human knowledge. Topics such as science and faith, probability vs. certainty, philosophical skepticism, idealism, realism, and opinion vs. knowledge are examined. Prerequisite: At least two PHIL courses, one at the 200 level or above.

PHIL 420. Metaphysics • 3 credits

The study of the most basic principles of reality, examining 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. Prerequisite: At least two PHIL courses, one at the 200 level or above.

d1 PHIL 425. American Philosophy • 3 credits

A detailed study of the history of American philosophy, but with particular emphasis on works by contemporary American philosophers. Topics such as Calvinism, transcendentalism, and pragmatism will be discussed. Prerequisite: At least two PHIL courses, one at the 200 level or above.

PHIL 451. Directed Readings in Philosophy • 3 credits

Designed for advanced students, typically majors. Student organizes a reading program centering on a topic not covered in regular courses. Prerequisite: Instructor permission.

WI-PHIL 495. Senior Seminar • 3 credits

This is the capstone course for the philosophy major. Students complete a semester long research thesis in which they first analyze and evaluate philosophical positions on a self-selected philosophical question and then develop, defend and present their own position on that question. Prerequisites: PHIL 200; ENGL 101, minimum grade C; Senior standing.

Physics

+PHYS 203. College Physics I • 4 credits

Algebra based Physics course. Principles of mechanics, thermodynamics, waves, acoustics, and fluids. Three lectures and one lab per week. Prerequisites: MATH 171 or 191. Corequisite: PHYS 203L.

PHYS 204. College Physics II • 4 credits

Algebra based Physics course. Principles of electricity magnetism, optics, modern physics, and elementary particles. Three lectures and one lab per week. Prerequisites: PHYS 203. Corequisites: PHYS 204L.

PHYS 251. General Physics I: Mechanics • 4 credits

Calculus-based physics course for majors in engineering and the physical sciences. Introduction to mechanics, rotational motion, and fluids. Three lectures and one laboratory per week. Prerequisite: MATH 191. Corequisites: MATH 192; PHYS-251L.

PHYS 253. General Physics II: Electricity, Magnetism, and Optics • 4 credits

Calculus based Physics course. Electrical and magnetic properties of matter, AC and DC circuits, electrical fields and particles, magnetic fields induction, Maxwell's equations, introduction to electronics, and optics. Three lectures and one laboratory per week. Prerequisites: MATH 192; PHYS 251. Corequisite: PHYS-253L.

PHYS 306. Electronics • 3 credits

For science and engineering majors. Digital circuits and design techniques, transistor and diode circuits, operational amplifiers, filters and signal sampling. Two lectures, one laboratory per week. Prerequisite: PHYS 253. Prerequisites/Corequisites: MATH 290 and 320.

WI-PHYS 329. Experimental Research • 2–3 credits

Individual research projects selected by student. Design and installation of experimental apparatus involved. Prerequisites: Instructor consent required; ENGL 101, with a minimum grade of C.

Political Science

PSCI 101. American Government • 3 credits

Introduction to the Constitution, presidency, congress, courts, and citizen participation in the political system. Emphasis on the connection between government and our lives as citizens. Satisfies requirements for a teacher's certificate in Iowa and Illinois.

+PSCI 104. Introduction to Leadership Studies • 3 credits

Introduction to the theories, practices, and skills of leadership. Assessing leadership applying the scientific method to address the questions: what is leadership and what is a good leader? Similarities and differences between political and business leadership are also addressed.

+PSCI 110. Law and Society: An Introduction to the American Legal System • 3 credits

Study of the nature of law and its place in the development of Western political and social life. Careful attention is paid to American civil, criminal, and constitutional law, and with an examination of the contemporary legal profession. Foundation course for Pre-Law Studies Interdisciplinary Minor.

+PSCI 120. Truth, Justice, & Leadership: An Introduction to Political Philosophy • 3 credits

Introduction to the field of political philosophy, exploring fundamental concepts such as human nature, truth, justice, virtue, citizenship, and leadership through the lens of major political philosophers. Application to issues in American political society.

+d2 PSCI 130. Global Issues • 3 credits

Introduces students to a wide range of current global issues including international conflicts, terrorism, nuclear weapons, human rights, population, poverty, trade, energy, globalization, and the environment. The worldwide implications of these issues will be considered, as well as their effects on local communities, such as the Quad Cities. This course further explores how American government has responded to these issues.

PSCI 199/299/399/WI-399. Special Topics • 3 credits

Advanced study of a topic not part of regular course offerings. Note: only PSCI 399 counts as Writing Intensive.

+PSCI 230. Global Terrorism • 3 credits

Explores the nature of terrorism, the motivations of terrorists, and the tactics that terrorists use. Surveys state-sponsored terrorist groups, as well as several leading past and current radical groups. The final weeks of the course will assess different methods of countering terrorism, ranging from law enforcement to covert action.

PSCI 301. Campaigns and Elections • 3 credits

Introduces the American electoral process. Campaign organization, electioneering, and the role of political parties in American Government are studied in this context. Address questions dominating contemporary American electoral politics which include: Is the campaign and election process broken, in need of reform? Is money buying elections? What is political leadership? What makes for a winning campaign? Does the electoral process help or hinder citizenship?

PSCI 304. U.S. Constitution & Civil Liberties • 3 credits

Study of U.S. Constitution in its history, design, and effect on American government and society. Explores theory and practice

of constitutional interpretation as it applies to governmental powers and the rights, liberties, and duties of citizens. Prerequisites: at least one 100 level political science course, or HIST 201 or 202.

PSCI 305. Mock Trial • 1 credit

Preparation for Mock Trial competition. Focus on judicial procedure and the court system, legal argumentation and rhetoric, and courtroom performance. Maximum 3 credits.

PSCI 306. Model United Nations • 1 credit

Preparation for model United Nations conference. Model United Nations is an annual conference at which key activities of various United Nations bodies are simulated. Open to all majors. Maximum 3 credits.

+PSCI 309. International Politics • 3 credits

Discuss topics such as how foreign politics are made and implemented, the international economy, diplomacy, international law and organization, power, interdependence, arms races, terrorism, and war.

+PSCI 313. Foreign Policy of the United States • 3 credits

Improve students' understanding of the formation and conduct of U.S. foreign policy after WWII. Explore various philosophical and theoretical frameworks of American foreign policy. Examine significant political, economic, social, and institutional factors (e.g., the international system, Presidency, Congress, State Department, intelligence community, media, and public and interest groups) that have traditionally shaped American foreign policy. Also discuss the most significant contemporary issues of U.S. foreign policy.

PSCI 316. International Law & Organizations • 3 credits

Designed to convey information about international legal institutions and the body of international law itself (the rules governing intervention and the use of armed force, uses of the oceans, expropriation of property, etc.) and to provide an understanding of the role of international law in affecting relationships among states and individuals. Prerequisite: 100 level PSCI course.

PSCI 319. Globalization, Democracy, and Human Rights • 3 credits

Globalization is often defined as the shrinking of distances among the various continents and a worldwide interconnectedness of important aspects of human life across national borders. There are three main aspects of globalization to be explored in this course. First, this course explores the political side of globalization paying attention to the diffusion and promotion of democracy around the globe and the impact of globalization on conflict. Second, this course investigates the growth of the human rights regime and the impact of globalization on human rights. Finally, this course seeks to examine the interconnection between politics and economics. Prerequisite: 100 level PSCI course or instructor permission.

PSCI 320. Liberty, Law and Leadership • 3 credits

Examine the role of personal and civic virtue in the maintenance of a just and flourishing society, and explore key theories on the existence, character and scope of natural law and natural rights. Study important works of political philosophy and contemporary research in the field. Prerequisite: PSCI 110 or 120 or PHIL 210.

PSCI 330. Topics in Political Philosophy • 3 credits

Examination of key themes in the field of political philosophy. Study important works and contemporary research in the field. Prerequisites: PSCI 110 or 120 or PHIL 210.

PSCI 340. Independent Study • 1-3 credits

Directed individual research on topic. Prerequisite: Instructor consent.

PSCI 353. Internship • 3 credits

Directed internship in political science, international politics or pre-law. Prerequisite: Instructor consent.

PSCI 360. Government and Law • 3 credits

Explore controversies surrounding government action. How have Court decisions impacted the power and actions of government agencies? Once a law has been passed, what is the role of Congress and the President? What can citizens do in response to government actions? Some of the legal issues examined to answer these questions include the environment, immigration, and healthcare. Prerequisite: PSCI 101.

PSCI 365. Political, Civic & Community Leadership • 3 credits

Explore the essentials of political, civic, and community service. Topics include civic literacy, citizen power, running for elected office, organizing and leading political campaigns and non-profits, and community service. Apply multidisciplinary perspectives on leadership to politics to explore the role(s) of political and civic leaders in theory and in practice.

WI-PSCI 370. Public Management and Leadership • 3 credits

Examine the classic works of public administration to develop a working knowledge of organizational behavior, organizational structure, management, and leadership in government agencies. Students will develop problem solving and decision making skills essential to leading in the public sector. Prerequisite: ENGL 101, with a minimum grade of C.

WI-PSCI 400. Research in Political Science • 3 credits

Research in political science or related field employing methodology of legal studies, political thought, or empirical social science. Students complete research project and provide constructive feedback on peers' work. International studies majors, American government teaching majors, and pre-law minors will complete a project on a topic appropriate to those fields. Prerequisites: at least one 300-level PSCI course; ENGL 101, with a minimum grade of C.

Psychology

PSYC 100. Careers in Psychology • 1 credit

This course allows students studying Psychology, Forensic Psychology or Behavioral Neuropsychology to explore various career paths commonly pursued by these majors. Students will explore their motivation for entering this field of study, as well as personal interests, skills and values that fit well with certain career paths in the fields of Psychology, as well as subfields of Forensic Psychology and Neuropsychology. The course focuses on helping students to develop realistic career options for themselves with one of their Psychology Department majors.

+PSYC 105. Introductory Psychology • 3 credits

A basic introduction to psychology as a scientific discipline. History, theory and research across a variety of areas within psychology, including biological bases of behavior and cognition, sensation and perception, learning, memory, and psychological disorders.

PSYC 212. Life-Span Developmental Psychology • 3 credits

In this course, we explore the forces that shape human lives from conception through death. Students will develop an understanding of how humans change physically, cognitively, socially and emotionally at various points in the lifespan, and how individual differences can modify their developmental trajectories and outcomes. The role of research and theory in guiding our understanding of development across the lifespan will be highlighted throughout the course. Prerequisite: PSYC 105.

PSYC 215. Research Methods • 3 credits

Introduction to research methods used in studying human and animal behavior and cognitive processes. Provides skills for critical evaluation of research literature. Topics include the science of psychology, experimental and non-experimental methods of investigation, ethics in psychological research, internal and external validity and discussion of basic and multiple independent variables designs. Prerequisite: PSYC 105.

PSYC 255. Brain and Behavior • 3 credits

Analysis of the anatomy and physiology of the nervous system of animals and humans, with a focus on biological mechanisms most relevant to key issues in psychology. Topics include the mind-body problem, development of language and learning, sexual behavior, alcoholism, psychosomatic illness, anxiety, aggressive behavior, recovery from brain damage, depression and schizophrenia. Prerequisite: PSYC 105. Recommended: Introductory biology or chemistry course.

PSYC 294. Research Practicum: Topics • 1–3 credits

This Research Practicum class is designed as an independent study to give students practical experiences with the research process by supporting a faculty member in his/her existing research project. A variety of topics and research methodologies may be utilized depending on the needs of the faculty instructor. Prerequisites: PSYC 105 and instructor permission.

d1 PSYC 305. Human Sexuality • 3 credits

Emphasizes the psychological aspects of human sexuality, especially in relation to emotions, attitude, and values. Stresses the psychological importance of responsibility for self and the

importance of self-awareness and communication in sexuality. Considers the psychological aspects of human sexual development, adjustment, and function as well as dysfunction, and treatment. Designed to increase the students' understanding and acceptance of their own sexuality and that of others. Prerequisite: PSYC 105

PSYC 306. Social Psychology • 3 credits

Social psychology is the scientific study of how the social environment influences individuals' behaviors and cognitive processes. This course will provide an overview of the perspectives and major content areas studied by social psychologists; discuss leading research and theories in these areas, and explore practical implications of this information. Topics include social cognition, person perception, attitudes and attitude change, social influence, & prejudice. Prerequisite: PSYC 105.

WI-PSYC 312. Women and Aging • 3 credits

Biological, cognitive, social, and emotional development of women from age 20 through death. Survey research focused on women's development, an exploration of the changing roles and expectations for women today, and how women can maximize their adult experiences. Prerequisites: PSYC 105; ENGL 101, with a minimum grade of C; junior/senior status or instructor permission.

WI-PSYC 314. Human Motivation • 3 credits

Study a variety of contemporary theories of human motivation from biological, cognitive, and behavioral perspectives. Emphasizes the application of ways to improve human motivation. Prerequisites: PSYC 105; ENGL 101, with a minimum grade of C.

PSYC 321. Psychology and Law • 3 credits

An overview of the interface between psychology and the law. Examine the use of psychology and psychological experts in the legal system. Topics include evaluation of mental competency of defendants, assessment of potential dangerousness, and expert testimony about the legal definition of insanity. Other areas covered: jury selection, witness preparation, children/adolescents in the judicial system, training and selection of police officers, polygraphs, profiling, and obtaining confessions legally and illegally. Prerequisite: PSYC 105.

PSYC 323. Personality Theories • 3 credits

This course examines the major theories of personality from multiple perspectives including psychoanalytic, trait, biological, and cognitive approaches. Relevant research and applications are discussed. Prerequisite: PSYC 105.

PSYC 324. Abnormal Psychology • 3 credits

An introductory course to acquaint students with the hypothesized biological, psychological, and sociocultural causes of various mental disorders. An overview of the latest edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) and different treatment modalities used to treat psychological disorders. Prerequisite: PSYC 105.

PSYC 325. Psychology of Criminal Behavior • 3 credits

Examines theories about why people engage in criminal behavior and explores the most common psychological disorders and treatments in the offender population. Treatment options in various settings (i.e. jail, prison, forensic hospital, outpatient centers) will be described and the legal implications discussed. Prerequisites: PSYC 105, 321.

PSYC 326. Child and Adolescent Abnormal Psychology • 3 credits

This course is designed to provide you with an introduction to the field of abnormal child and adolescent psychology. In this course, we will study the causes, maintenance, and treatment of children's behavioral, social-emotional, and cognitive disorders from a developmental perspective. This developmental perspective examines the course of child and adolescent disorders over time and examines child psychopathology in the context of normal child development. Prerequisite: PSYC 105.

d1 PSYC 327. Psychology and Treatment of the Juvenile Offender • 3 credits

Covers a variety of theories addressing why criminal behavior develops in children and adolescents with a strong focus on the psyche and personality types of juvenile offenders. Best empirically-supported treatments to reduce criminal behavior in youth will also be a main focus of the course. Trends in juvenile criminal behavior will be considered in the context of applying theory to understand some criminal behaviors including homicide, other forms of violent interpersonal crime, substance abuse, gang activity, and sexual offenses. Multicultural and special needs factors will also be considered in understanding the psychology of juvenile offenders. Prerequisite: PSYC 105.

PSYC 328. Psychology and Treatment of Trauma and the Victim • 3 credits

Examine the psychological and behavioral consequences of crime on individuals, families, groups, and communities. Various theories about risk of victimization will be covered, as well as the psychology and treatment of specific victimization types. Examine various victim response or treatment models, including victim rights and services. Explore how various multicultural factors between the victim and offender interact to impact decisions about the best responses and treatment to offer victims. Prerequisite: PSYC 105.

PSYC 330. Psychology of Learning • 3 credits

This course will cover the principles, theories, and applications of conditioning and learning. Topics will include Habituation, Classical Conditioning, Operant Conditioning, Biological Influences on Learning, Stimulus Control of Behavior, Cognitive Control of Behavior, and Social Learning. Prerequisite: PSYC 105.

PSYC 332. Psychological Tests and Measurements • 3 credits

The course provides preparation for students entering psychology or health science careers to develop competencies in understanding how to interpret, select, and use various cognitive, emotional, psychological, and health related tests and

assessments. Focus is also on understanding ethical concerns in assessment. Prerequisites: PSYC 105; STAT 213.

PSYC 340. Cognitive Psychology • 3 credits

An exploration of human cognitive processes, including topics such as memory, attention, perception, problem solving, judgement, decision making, expertise, and language. This course will cover the principles, theories and neurological underpinnings of various cognitive processes, as well as the methods that researchers use to study human cognition. Prerequisite: PSYC 105.

WI-PSYC 342. Theories of Counseling • 3 credits

An introduction to different psychological theories and the different counseling strategies used in these approaches. Provides information to individuals in the helping professions and direct references to the lives and social environment of students. This course is a requirement for many graduate programs in psychology. Prerequisites: Junior status; PSYC 105; ENGL 101, with a minimum grade of C. Prerequisite/Corequisite: PSYC 324 or 326;

PSYC 343. Family Systems and Counseling • 3 credits

Covers the structure and process of family counseling, its historical and theoretical foundations, the practice of family counseling, and training for and evaluation of family therapy. Research findings will be discussed and multicultural issues considered. Prerequisite: PSYC 105

WI-PSYC 350. Health Psychology • 3 credits

Examines psychological influences on the promotion and maintenance of physical health, prevention and treatment of illness, and the causes and correlates of health and illness. This course will provide an overview of the foundation areas pertaining to health psychology, discussion of leading research and theory in these areas, and exploration of personal and practical implications of this information. Prerequisites: PSYC 105; ENGL 101, with a minimum grade of C.

PSYC 360. Behavioral Pharmacology • 3 credits

Analyzes the effects of drugs on behavior, with particular emphasis on the development and classification of drugs; the effects of drugs on cognition, emotions, and psychomotor abilities; and the study of the chemical reactions and functions of the individual neuron or small populations of neurons. Takes a biopsychological perspective to build relationships between the empirical and experiential. Prerequisites: PSYC 105; one semester of biology or chemistry.

PSYC 384. Advanced Child & Adolescent Development • 3 credits

This course goes beyond a general survey of information and instead cover topics that are more in-depth with regard to child and adolescent development. Cover journal articles and other advanced readings from the discipline of psychology related to cognitive, emotional, and social development in children and adolescents. Apply research skills used developmental psychology to deepen their understanding of different populations studied in this course. Focus on applying theory to

understanding the best way to work with groups of children and teens across American cultures from a psychological perspective. Prerequisite: PSYC 105.

PSYC 394. Research Practicum: Topics • 1-3 credits

This Research Practicum class is designed as an independent study to give students practical experiences participating in a research project. A variety of topics and research methodologies may be utilized in a collaborative project with a faculty instructor on a topic and research method of shared interest. Prerequisites: PSYC 105 and instructor permission.

PSYC 397, 398. Topics in Psychology • 3 credits

Courses in areas of psychology not included in other offerings in the department. Class topics will change each semester. Prerequisite: PSYC 105.

PSYC 402. Psychology of Sensation and Perception • 3 credits

Examination of theoretical knowledge and experimental study of how information is gathered from the environment. Topics include psychophysics, vision, audition, touch and pain, smell and taste. Prerequisite: PSYC 105.

PSYC 403. Behavioral Neuroscience • 3 credits

Examination of the functional neuroanatomy and neurophysiology of human beings. Emphasis on the physiology and anatomy of the nervous system, and the relationship between the nervous system and behavior and disorders that affect the nervous system. Prerequisites: PSYC 105; BIOL 101 or 199; PSYC 255 or instructor permission. Recommended: CHEM 103 or 105, or PHYS 203 or 251.

PSYC 404. Advanced Experimental Design and Analysis I • 2 credits

In-depth examination of research and methodology with hands-on research experience during all phases of the course. Students will design a research project working together with a research team. Students will develop a research topic, conduct a formal APA-style literature review, develop a research design, and apply for IRB approval. This course is part one of a two-semester course. Part two is PSYC-405 and will be offered in the Spring semester. Both semesters are required. Prerequisites: PSYC 105; STAT 213 with C+ or above; PSYC 215 with C+ or above.

WI-PSYC 405. Advanced Experimental Design and Analysis II • 2 credits

In-depth examination of research and methodology with hands-on research experience during all phases of the course. Students will design a research project working together with a research team. Students will collect, analyze and interpret data in accordance with their research proposal. In addition, students will submit a formal APA-style research report, and present their research findings in a poster presentation. This course is part two of a two-semester course. Prerequisite: PSYC 404; ENGL 101, with a minimum grade of C.

PSYC 420. Supervised Psychology Practicum • 4 credits

Provides students with an application of psychology-specific content and skills through practical experience and class supervision. Students will have an opportunity to work collaboratively in a community of peers, learn how research informs practice, and conduct activities within their range of competence. Students are required to write an APA-style research paper and present their experience in an APA-style poster as a culminating experience. Prerequisites: PSYC 105; Junior or Senior status; instructor permission.

PSYC 421. Forensic Psychology Internship • 4 or 8 credits

Designed to be a culminating, capstone course by applying prior coursework, exploring career options and gaining interpersonal awareness, sensitivity and self-knowledge through forensic psychology-related work experiences which are supervised on campus by one of the forensic psychology faculty members. Course may be repeated for a maximum of eight credits. Prerequisites: PSYC 105; Junior status; instructor consent; Forensic Psychology major.

PSYC 425. Professional Development and Integration in Psychology • 4 credits

This course is designed to be a culminating, capstone experience for juniors or seniors who are majoring in one of the majors offered by the Psychology Department. This course focuses on helping the student intentionally integrate and apply knowledge, awareness, and skills from different psychology courses as they seek to develop a professional identity and discern or solidify career options. Prerequisites: Junior or Senior status; Psychology major.

PSYC 494. Research Practicum: Topics • 3 credits

This Research Practicum class is designed as an independent study to give students practical experiences initiating and completing a research project. While a variety of topics and research methodologies may be utilized, this course requires students to be self-directed, goal-oriented, and have prior knowledge of both the topic and research method of interest. Prerequisites: PSYC 105; Instructor consent required.

Sales

SLS 235/MKTG 339. Sales Principles • 3 credits

This course introduces students to the world of professional sales. Students will learn the importance of sales to the firm, the historical view of selling and the ways in which sales careers may evolve in the future. The importance of professional orientation, career development, and timely, competent communication will also be a focus. Students will gain an understanding of the processes that salespeople typically perform, and will be exposed to demonstrations and exercises that will engage the students with these processes.

SLS 347. Advanced Selling • 3 credits

This course moves beyond the basic skills taught and practiced in previous courses. Students will gain a deeper understanding of the sales and interview processes with attention to prospecting, qualifying, and presenting to potential clients. We will also cover negotiating skills, the use of teams in selling,

sales technology, account maintenance, and ethical behavior and practices. Case studies addressing important topics will help build critical thinking skills and role-play projects will bring together a complete sales interview process in real time. Area sales professionals will also visit classes to enhance learning on specific and current topics. Prerequisite: SLS 235

SLS 357. Communication and Interview Skills • 3 credits

Effective communication is critical in all phases of life, but particularly so in initiating, nurturing, and sustaining business or professional relationships. Each student will develop a thorough understanding of the full range of business communication and reputation building tools and will be encouraged to develop a communication style with which they are personally comfortable. Students will also have the opportunity to learn how to communicate effectively in all phases of relationship development. This will be accomplished through extensive use of role playing, video-taping, and constructive review of student performance by both fellow students and the professor. Prerequisites: SLS 235, 347.

SLS 367. Negotiations • 3 credits

Negotiation is a very specific form of communication and most successful professionals need to develop facility in this area. Students will become familiar with multiple types of negotiation techniques and any number of circumstances in which negotiation will be required. Students will begin to develop personal negotiating styles to fit specific business and professional circumstances. Role playing will be extensively used and students will have the opportunity to refine their skills through video-taping and critiquing. In addition, local leaders with well-developed negotiation skills will provide guidance on what has worked for them and why. Prerequisites: SLS 235, 347.

SLS 377. Key Customer and Relationship Development • 3 credits

An extension of Sales Principles and focuses on how the philosophies and techniques learned earlier are applied to ensure that the highest potential customers and relationships are sustained. The importance of adding value is introduced and reinforced. Because it is a critical issue in both persuasion and sustaining buy-in, the psychology of selling is a major focus. In addition, the important role of orchestrating company resources and services (collaboration) to earn customer loyalty is a focal point. Reading and discussing relevant material will be augmented with student exposure to successful local sales leaders who provide background on how they have applied important the concepts addressed. Prerequisites: SLS 235, 347 and 357.

SLS 387. Solving Problems – Live Case Studies • 3 credits

While reading case studies of past situations has value, working with employers on current problems takes the student a step further in their understanding of business. Students will work in small teams with area businesses and their sales leadership to define, analyze and propose solutions to actual sales problems being experienced by the businesses. Prerequisite: SLS 235.

SLS 405. Professional Practices in Sales • 3 credits

Most sales people work in environments where day-to-day supervision is not provided. Effective development of goals, habits, and systems provide the means to reach success in a sales career. You will learn how to prioritize your tasks, manage yourself and your time along with effective financial administration. These items and the necessity of ethical behavior will be reinforced through case studies and class discussions. Professional image development and marketing oneself are addressed and you will learn the range of compensation methods found in professional selling careers. Students will have the opportunity to job shadow with local sales professionals. Prerequisites: SLS 235, 347 and 357.

SLS 415. Sales Management • 3 credits

Moving from salesperson to sales manager is many times seen as a promotion, but it is a separate job with separate knowledge and skill sets. Students will learn how middle-managers and top-line managers handle planning, recruiting, selection, training, supervision and performance appraisal tasks at both the field and corporate levels. The role of systems in managing and enabling growth will be explored, along with the growing use and integration of sales force automation and relationship management software to help accomplish those tasks. Area sales professionals will present on various topics. Prerequisites: SLS 235, 347 and 357.

SLS 425. Internship/Co-op in Sales • 3 credits

SAU enjoys excellent relationships with the businesses in the greater Quad Cities. Internship/Co-op opportunities (ICOS) will be developed with local businesses for sales majors to prove they can add value by virtue of their own talent and academic preparation. In exchange, the students will have a meaningful and marketable experience which proves they can apply the knowledge and skills they have acquired at SAU. We expect to have formalized ICOS with a nucleus of companies and other ICOS will be developed as needed for students who may have special interests. The Director of the Sales Center will mentor the students in their ICOS and interact with the companies to ensure the ICOS have substantial educational value. Prerequisites: SLS 235. Instructor Approval.

Service Learning

SVLN 201. Service Learning • 1 credit

Offers students an opportunity to apply their academic learning in a community service setting. Tied specifically to an academic course taken during the semester. Students must complete 25 hours of service, participate in regular class reflection periods, and complete a final project. May be taken up to three times. Pass/No pass grade. Prerequisites: Specific course prerequisites and corequisites are determined by participating academic departments. Contact the service learning coordinator for details and registration.

Social Work

d2 SWK 201. Introduction to Social Work • 3 credits

This is an introductory social work course in which students will learn about the profession of social work, its field of practice, values and ethics, policies and history of the social work profession, its interactions with contexts which shape practice, and its promotion of social and economic justice to advance human rights, alleviating critical social problems, and promoting individual and community well-being. An overview of principal social work values, codes of ethics, practice methods, research considerations, and policy issues and emphasizes the unique experiences of diverse and at-risk population groups facing various social challenges. The course will also offer knowledge and practice behaviors in engaging diversity and differences in social work practice. As an introduction to the social work profession, the course will discuss being a professional social worker and how to act accordingly, based on a fundamental understanding of the National Association of Social Workers Code of Ethics.

SWK 310. Social Welfare and Policy • 3 credits

This course provides an introduction to the history and structure of social welfare programs and policies in the United States. Examines the history of the profession of social work and its contributions to social welfare programs, and perspectives to evaluate the effects of social policies on diverse groups. Social work history and policy creation contribute to the current practice of social work on all levels. Understanding social welfare policies in the United States aids in practice with individuals, families, groups, communities, and organizations. This course will examine the history of social welfare policy, current policy concerns, and the development of anti-oppressive policy across practice levels. Prerequisites: SWK 320, 330, 360; PSCI-101, all courses with a minimum grade of C.

SWK 320. Human Behavior in the Social Environment I • 3 credits

This course examines human behavior and development in the context of social and ecological systems through an empowerment perspective. It provides an overview of theoretical perspectives applied to understanding bio-psycho-social-spiritual and political dimensions of the person within diverse contexts of family, group, community, organizational, and cultural systems. In particular, the course permits students to explore the meaning of social justice and ground themselves in their own religious/spiritual and/or secular traditions. Further, this course offers students an opportunity to critique and apply abstract concepts to real-world professional practice. Prerequisites: Admission to the BSW program; SWK-201; PSYC-105 or SOC-101 or JDG-201, all courses with a minimum grade of C.

SWK 325. Human Behavior in the Social Environment II • 3 credits

This course examines human behavior and development in the context of social and ecological systems through an empowerment perspective. This course will focus on the interactions between the developing person, their family, and the social systems in which lifelong development takes place. Human behavior and development are studied utilizing biological, psychological, and socio-cultural perspectives

examining moral psychology, trauma theory, neuroscience, environmental justice, group dynamics and community development through a social work lens. Incorporated into this context is current knowledge related to ethnic minorities and oppressed groups. Prerequisites: Admission to the BSW Program, SWK 320, 330, 360, all courses with a minimum grade of C.

SWK 330. Generalist Practice I: Interpersonal practice skills with individuals • 3 credits

This course prepares students to work with people one-on-one from engagement and assessment to intervention and evaluation. Emphasis is on professional methods and skills, including self-awareness, critical thinking, interpersonal communication, problem solving, and boundary setting, all within the context of cultural humility, understanding oppression, and the empowerment perspective. Prerequisite: Admission to the BSW program.

SWK 333. Generalist Practice II: Empowering processes with families and groups • 3 credits

Working with families and groups is an integral part of social work practice. In this course students will learn about family dynamics and group processes with an emphasis on empowerment theories containing the ideas of diversity and social justice. Specific skills and methods include group facilitation, family assessment, collaborative problem solving, and observing group processes. Prerequisites: Admission to the BSW Program, SWK 320, 330, 360, all courses with a minimum grade of C.

SWK 336: Generalist Practice III: Transformative practice with organizations and communities • 3 credits

This course broadens students' understanding of generalist practice processes with special emphasis on methods for affecting change in organizations and communities. Within the global context, the lens through which these skills are explored is on empowerment, cultural humility, and social justice. Students will contextualize these skills in the ever-connected global society in which people live and where people experience differential power and oppression across groups. Prerequisites: Admission to the BSW Program, SWK 310, 320, 325, 330, 333, 340, 360, 400, 402, all courses with a minimum grade of C.

WI-SWK 340. Social Work Research • 3 credits

This course is designed to help students gain an understanding of and appreciation for the use of research as a tool for professional evidence-based practice with and on behalf of at-risk populations and to evaluate programs and practices. Students are introduced to the concepts and skills underlying a systematic approach to social work research, including basic research terminology, the scientific methods in social work, the value of research in social work, research ethics and the social work value base, problem formulation and conceptualization, measurement, research designs, sampling, alternative quantitative and qualitative data gathering and analytic techniques, and relevant information and computer technologies which are critical prerequisite for advanced program and

performance evaluation and analysis which is extensively covered in the MSW program at St. Ambrose University. Prerequisites: SWK 310, 320, 325, 330, 333, 360; STAT 213 or SOC 430; ENGL 101, all courses with a minimum grade of C.

d1 SWK 360. Diversity • 3 credits

This course examines differences in individual experiences of oppression through humility and competence. Knowledge of ethnic, racial, gender and sexual minorities, and ability statuses are explored in the course in both a micro and macro focus to improve engagement between generalist practitioners and client systems. Prerequisite: Admission to the BSW program.

SWK 380. International Social Work and Social Welfare • 3 credits

This elective course is designed for students interested in international social work and cross-national comparisons of social welfare programs and policies. Students interested in international social work practice abroad and/or for transnational work in the United States (for example, social work practice with immigrants, refugees, and international migrants or work in the field of international adoptions), will find this course useful in applying social work principles, the strength's perspective, and an empowerment perspective to social and economic development and cross-cultural social work practice. Prerequisite: Senior status in the Bachelor of Social Work Program.

SWK 400. BSW Practicum I • 3 credits

The BSW Practicum takes place in community agency settings 12 hours per week over both fall and spring semesters for a total of 400 hours. The practicum experience provides students with opportunities to integrate classroom learning in a supervised practice setting and to demonstrate social work competency development. Pass/No Pass only. Prerequisites: Admission to the BSW program, SWK 310, 320, 325, 330, 333, 360, all courses with a minimum grade of C.

SWK 401. BSW Practicum II • 3 credits

The BSW Practicum takes place in community agency settings 12 hours per week over both fall and spring semesters for a total of 400 hours. The practicum experience provides students with opportunities to integrate classroom learning in a supervised practice setting and to demonstrate social work competency development. Pass/No Pass only. Prerequisites: Admission to the BSW program, SWK 310, 320, 325, 330, 333, 360, all courses with a minimum grade of C.

SWK 402. BSW Practicum Seminar I • 1 credit

This 1 credit class accompanies students field experience.. Readings, course discussions, and exercises support identification with the social work profession and the application of ethical principles and critical thinking in practice at all system levels. Pass/No Pass only. Corequisite with SWK400.

SWK 403. BSW Practicum Seminar II • 1 credit

This 1 credit class accompanies students generalist field experience. Readings, course discussions, and exercises support identification with the social work profession and the application

of ethical principles and critical thinking in practice at all system levels. Pass/No Pass only. Corequisite with SWK 401.

Sociology

+d1 SOC 101. Introduction to Sociology • 3 credits

Scientific description of the regularities and patterns of behavior that characterize our society and the larger global environment. Sociological analyses of the social forces that affect our daily lives. An overview of the field. The course provides training in a sociological perspective that demonstrates the importance of social structures (e.g., organizations and institutions) as determinants of human behavior. By systematic empirical investigation of social structures, students gain knowledge that can lead to greater control of such structures and of their lives. By learning to see the relationships between people and among groups of people, you will enhance your impact on society.

SOC/CRJU 200. Research Methods in Sociology and Criminal Justice • 3 credits

Designed to introduce undergraduate sociology and criminal justice majors to the social science methodology used to explore and explain the phenomenon of social problems, especially crime and criminal justice. This course will focus on how social scientists develop research designs and the methods with which they analyze data. We will begin with broad methodological questions before concentrating primarily on quantitative research and an introduction to quantitative data analysis. Prerequisite: SOC 101 or CRJU 101.

SOC 210. Cultural Anthropology • 3 credits

A cross-cultural examination of structures in society that are common to all groups: family, subsistence strategies and distribution of wealth, political arrangements, religion, art, science, and technology. Through focused study of the multi-level struggles for cultural and environmental survival, students will bring new knowledge and analytical skills to their understanding of the cultural histories and issues in adaptation.

+SOC 220. Self and Society • 3 credits

Focus is on the development of the social self, with emphasis on socialization, symbolic interaction, and development and presentation of self. .

SOC 323. Marriage and the Family • 3 credits

Explores the relationship between the family and other institutions such as the economy, politics, and education. Also explores role relationships prior to marriage and afterward and the impact of social change on the family. Prerequisite: SOC 101.

SOC 325. Sex and Gender • 3 credits

Introduces students to major sociological perspectives on sex and gender. Topics include socialization, intellectual and personal development of women and men, theories of gender inequality, and analysis of the major social institutions organizing gender relations, such as the family, economy, and politics. Prerequisite: SOC 101.

SOC 340. Race and Ethnicity • 3 credits

An examination of the historical and social construction of race and the consequences of racism for the persistence of racial inequality. This will include an examination of racial and ethnic relations in the United States and globally as well as the intersections of race with other inequalities such as class and gender. Prerequisite: SOC 101.

SOC 342. Drugs and Society • 3 credits

Theories of use and addiction; social and social psychological correlates of use and abuse; examination of effects of alcohol, heroin, cocaine and other substances on the individual and on various social institutions; program evaluation. Prerequisite: SOC 101.

SOC 365. Social Stratification and Inequality • 3 credits

How societies rank people by class, status, age, sex, race, and power. Emphasis on both theoretical and empirical studies. Prerequisites: SOC 101.

SOC 380. Special Topics in Sociology • 3 credits

Investigation of selected sociological topics not treated in regular departmental course offerings. Prerequisites: SOC 101; instructor consent.

SOC 386. Field Experience • 3–6 credits

Guided experience in local agencies. Prerequisites: SOC 101; junior status; instructor consent.

SOC 399. Independent Study • 3 credits

Directed individual reading, research and/or writing on topics approved by the department. Prerequisite: Instructor consent.

WI-SOC 407/CRJU 407. Capstone in Sociology and Criminal Justice • 3 credits

Capstone seminar focusing on the application of social science methods and theory to current issues in sociology and criminal justice. Prerequisites: SOC/CRJU 430, 460; ENGL 101, with a minimum grade of C.

SOC/CRJU 430. Data Analysis in Social Research • 4 credits

Provides students with a practical introduction to the logic of social science research and the process of data analysis. The focus will be on the statistical methods used to answer sociological questions and to explore and explain phenomena relating to the study of crime and the criminal justice system. In the lab, students will use R and R-studio to develop competency in analyzing social data. Lecture and laboratory. Prerequisite: SOC 200 or CRJU 200.

WI-SOC/CRJU 460. Sociological and Criminological Theory • 3 credits

Examines the background, assumptions, and ideas of early sociologists and criminologists as they tried to establish a foundation for sociology and criminology as academic disciplines. Prerequisites: CRJU 101 or SOC 101; Junior or Senior Status.

Spanish**+SPAN 101. Elementary Spanish I • 3 credits**

The first of a two-course sequence (SPAN 101-102) that is designed around the acquisition of basic communicative skills in Spanish. Emphasis in this course is on the building of vocabulary, the development of proper pronunciation skills, the control of basic grammatical structures, and an introduction to the rich and varied culture of the Spanish-speaking world. This class is taught in Spanish and class time will be primarily devoted to communicating in Spanish, using the forms and structures that students practice on their own before coming to class.

+SPAN 102. Elementary Spanish II • 3 credits

The second of a two-course sequence (SPAN 101-102) that is designed around the acquisition of basic communicative skills in Spanish. Emphasis in this course is on the building of vocabulary, the development of proper pronunciation skills, the control of basic grammatical structures, and an introduction to the rich and varied culture of the Spanish-speaking world. This class is taught in Spanish and class time will be primarily devoted to communicating in Spanish, using the forms and structures that students practice on their own before coming to class. Prerequisite: SPAN 101 or equivalent score on placement exam.

SPAN 201. Intermediate Spanish I • 3 credits

The first of a two-course sequence (SPAN 201-202) designed to review and expand the communicative skills acquired in Elementary Spanish I-II. Emphasis in this course is on the continued building of vocabulary, increased control of complex grammatical structures, and a continued exploration of the rich and varied culture of the Spanish-speaking world. The development of more advanced speaking and writing skills are both central to this sequence of courses, which prepares students for 300-level courses in Spanish. As such, this class is taught in Spanish and class time will be primarily devoted to communicating in Spanish, using the forms and structures that students practice on their own before coming to class. Prerequisite: SPAN-102 or achieve an appropriate score on the placement test before taking this course.

SPAN 202. Intermediate Spanish II • 3 credits

The second of a two-course sequence (SPAN 201-202) designed to review and expand the communicative skills acquired in Elementary Spanish I-II. Emphasis in this course is on the continued building of vocabulary, increased control of complex grammatical structures, and a continued exploration of the rich and varied culture of the Spanish-speaking world. The development of more advanced speaking and writing skills are both central to this sequence of courses, which prepares students for 300-level courses in Spanish. As such, this class is taught in Spanish and class time will be primarily devoted to communicating in Spanish, using the forms and structures that students practice on their own before coming to class. Prerequisite: SPAN-201 or achieve an appropriate score on the placement test before taking this course.

SPAN 203 Spanish for Health and Human Services Professionals • 3 credits

Language barriers in health care affect 14 million patients in the United States. “Patients who face such barriers,” according to Glenn Flores, “are less likely than others to have a usual source of medical care; they receive preventive care at reduced rates; and they have an increased risk of non-adherence to medication” (Flores 2006: 230). This course will teach students the basic and intermediate skills of medical Spanish that can be put into practice in real medical situations. The main objective of this course is to achieve a communicative competence in medical Spanish through the practice of pronunciation, vocabulary, idioms, and grammatical structures, all within the context of the medical professions. Focus is placed on role-play activities that will cover the most common medical procedures. Through exposure to cultural and scientific texts, furthermore, students will gain an awareness of the profound impact that language barriers play in the health of the Spanish-speaking linguistic minority in the United States. This course is taught entirely in Spanish. Prerequisite: SPAN-202, score 3 or higher on AP Spanish Language and Culture exam, or achieve an appropriate score on the placement exam before taking this course.

SPAN 311. Advanced Spanish Grammar • 3 credits

This course serves as a bridge from second-year Spanish (SPAN 201-202) to more advanced courses in Spanish language, linguistics, literature and culture. As such, this course will begin with a review of basic Spanish grammar and then move on to focus on new structures, concepts, and grammatical expressions in Spanish. You will review and further develop many of the major components of Spanish grammar, including grammatical tenses, the subjunctive, pronominal verbs, passive forms, prepositions, and subordination, among others, to deepen your understanding and improve your use of these fundamental structures. You will have several opportunities to practice the concepts reviewed in this course through writing activities, conversation in in-class discussions, and analyses of grammatical structures in authentic materials, such as newspaper articles, interview transcripts, and song lyrics. By the end of the semester, students should incorporate more complex grammatical structures in their own speech to improve fluency and accuracy. Students should also come to recognize the Spanish language as a system and initiate an analytical approach to encountered Spanish structures. While the course’s primary emphasis is on grammar, students will also work on refining their own analytical and expressive capabilities in both written and spoken Spanish. This course is taught entirely in Spanish. Prerequisite: SPAN-202, score 3 or higher on AP Spanish Language and Culture exam, or achieve an appropriate score on the placement exam before taking this course.

SPAN 312. Spanish Electives Abroad • 3-12 credits

Course code faculty advisors will use to transfer in any 300-level Spanish electives taken abroad. The program and courses abroad must be preapproved by the department; students should consult with their Spanish advisor for information and planning. Prerequisite: SPAN-202, score 3 or higher on AP Spanish Language and Culture exam, or achieve an appropriate score on the placement exam before taking this course.

WI-SPAN 313. Writing in Spanish • 3 credits

Designed to develop and hone students' ability to write effectively in Spanish. A number of modes of writing are studied during the course of the semester, including short descriptive essays, a personal blog, narrative pieces and expository and argumentative essays. Written assignments increase in complexity and length over the course of the semester, and frequently incorporate the reading and understanding of literary and other texts to serve as models and/or objects of analysis. This course trains students in various skills related to writing that will continue to serve them for the rest of their academic careers, including the articulation of a clear and arguable thesis statement, the incorporation of supporting evidence and documentation, the logical organization of ideas, effective self- and peer-editing, and the mechanics of a good paper. This course is taught entirely in Spanish. Prerequisite: SPAN-202, score 3 or higher on AP Spanish Language and Culture exam, or achieve an appropriate score on the placement exam before taking this course; ENGL 101, with a minimum grade of C.

SPAN 314. Introduction to Hispanic Cultural Studies • 3 credits

The historical relationships between Spain, Latin America and the United States are explored in this course through different artistic and cultural manifestations such as film, literature, comics and popular art. Focus will be on learning to interpret these works within their cultural, historical, and socio-political contexts. This course serves as an introduction to Hispanic cultural studies and should be taken before other upper-level cultural classes whenever possible, as it introduces the language and analytical tools needed to talk about cultural products in Spanish. This course is taught entirely in Spanish. Prerequisite: SPAN-202, score 3 or higher on AP Spanish Language and Culture exam, or achieve an appropriate score on the placement exam before taking this course.

SPAN 316. Introduction to Hispanic Film • 3 credits

Hispanic cinema provides an exciting and thought-provoking approach to important issues such as poverty, discrimination, immigration, globalization, terrorism, gender, and sexuality. This course provides an introduction to the national cinemas of Latin America and Spain, as well as to the analysis of film production. By discussing films from a diverse selection of Hispanic countries, students will learn about the main topics and trends in these national cinemas, as well as how to talk about current socio-political issues. This course is taught entirely in Spanish. Prerequisites: SPAN-202, score 3 or higher on AP Spanish Language and Culture exam, or achieve an appropriate score on the placement exam before taking this course. Recommended: SPAN 314

SPAN 317. Introduction to Hispanic Linguistics • 3 credits

This course provides an introduction to the basic aspects and tools of analysis for the primary areas of linguistics as applied to the Spanish language. You will explore the major fields within linguistics, including the articulation of sounds and the sound system (phonetics and phonology), word formation

(morphology), sentence structure (syntax), regional and social variation (dialectology and sociolinguistics), and the use of language in different communicative contexts (pragmatics). By the end of the semester, students should develop a basic knowledge of Hispanic linguistics in order to critically evaluate and respond to linguistic studies and theories. This course is taught entirely in Spanish. Prerequisite: SPAN-202, score 3 or higher on AP Spanish Language and Culture exam, or achieve an appropriate score on the placement exam before taking this course.

SPAN 332. Latin American Women Writers • 3 credits

This course seeks to introduce students to the rich and varied production of Latin American women writers of the twentieth century. Beginning with the early works of women writers such as Elena Poniatowska, Maria Luisa Bombal, and Rosario Castellanos, the course introduces students to literary representations of female subjectivity and a wide variety of themes related to woman-identified experience, including the effects of oppressive gender norms, the assertion of autonomous identity, the exploration of female sexuality, and the role of the imagination in reinventing the self. By means of various literary genres - short stories, novella, poetry, and long-form prose - this course explores the numerous ways in which twentieth-century Latin American writers effectively interrogated the literary canon and made it richer with their own contributions. This course is taught entirely in Spanish. Prerequisites: SPAN-202, score 3 or higher on AP Spanish Language and Culture exam, or achieve an appropriate score on the placement exam before taking this course. Recommended: SPAN 314.

SPAN 335. Latin/x American Comics • 3 credits

This course analyzes the complexities of comics and graphic works throughout the Latin/x American world. In addition to providing an introduction to comics studies and an overview of the types of analytical tools utilized in the study of comic art, this course examines a variety of diverse representational perspectives regarding humor, storytelling, culture, politics, nationality, ethnicity, gender and identity. We will study sample titles from countries like Mexico, Peru, Argentina, Chile and the United States, exploring the creative expression that comics achieve during different moments of socio-political development in each of these countries. At the same time, students will work on refining their own expressive capabilities in both written and spoken Spanish through course discussions, weekly homework, analytical essays, and a final research project, which includes both a paper and presentation. This course is taught entirely in Spanish. Prerequisites: SPAN-202, score 3 or higher on AP Spanish Language and Culture exam, or achieve an appropriate score on the placement exam before taking this course. Recommended: SPAN 314.

SPAN 340. Spanish Second Language Acquisition • 3 credits

This course provides an introduction to the theoretical and methodological foundations of second language acquisition of Spanish. The course introduces key theoretical topics in the field of Second Language Acquisition (SLA), including learner strategies, the role of formal instruction, target language input, influence from the first language, and effects of study abroad.

Also, students will read and critique empirical research studies of the acquisition of different Spanish structures in order to have a general understanding of the patterns of L2 acquisition of different phonological, morphosyntactic, pragmatic, and discourse features of Spanish. Students will apply their knowledge of the course content in various data analysis activities, group discussions, written assignments, exams, etc. The course is taught entirely in Spanish. Prerequisites: SPAN-202, score 3 or higher on AP Spanish Language and Culture exam, or achieve an appropriate score on the placement exam before taking this course.

SPAN 350. Topics in Hispanic Linguistics • 3 credits

This course offers students the opportunity to focus on a specific area of linguistics such as dialectology, applied linguistics (teaching Spanish as a second or foreign language), phonetics and phonology, etc. in relation to the Hispanic languages. A variety of Hispanic texts will be explored in order to familiarize students with diverse theories and trends in Hispanic linguistics. This course is taught entirely in Spanish. Prerequisites: SPAN-202, score 3 or higher on AP Spanish Language and Culture exam, or achieve an appropriate score on the placement exam before taking this course.

SPAN 360. Topics in Hispanic Literature and Culture • 3 credits

This course offers students the opportunity to explore rotating topics pertaining to Hispanic and Latin/x American literary and/or cultural studies. The texts examined in this course may be visual, written, and/or oral, and will be studied as artifacts of specific times, places, and contexts in the Spanish-speaking world. Ultimately, the course explores how cultural texts such as film, literature, comics, music, art, graffiti, and media both create and embody meaning and values, effectively creating culture at the same time that they engage and reflect it. Topics on specific regions and/or issues of the Spanish-speaking world will vary, and this course may be repeated for credit when topics differ. This course is taught entirely in Spanish. Prerequisites: SPAN 202 or equivalent. Recommended: SPAN 314.

SPAN 400. Capstone • 1 credit

The Spanish Capstone is a guided independent study project that provides an opportunity for Spanish majors to demonstrate the linguistic and cultural proficiency that they have achieved throughout the Spanish major. To those ends, students will work with a Spanish faculty member of their choice to create a portfolio of written and creative work, write a final reflection, and give a brief presentation to a group of peers and faculty. Students will also prepare a resume and cover letter in Spanish to aid them on the job market. This course is taught entirely in Spanish. Prerequisites: Spanish major in final year of study.

Speech-Language Pathology (Pre) Undergraduate Coursework

MSLP-400. Phonetics • 3 credits

Persons interested in pursuing a graduate degree in speech-language pathology will obtain fundamental knowledge and

skills related to use of the International Phonetic Alphabet (IPA). The IPA is utilized by speech-language pathologists to transcribe speech samples of persons with normal speech, persons with delayed or disordered speech and persons with accents and dialects. Students will also learn the acoustical, anatomical and physiological characteristics of speech sounds, with focus on the speech sound of American English. Permission of MSLP Program Director is required.

MSLP-410. Neurology, Anatomy, Physiology for SLPs • 3 credits

Persons interested in pursuing a graduate degree in speech-language pathology will obtain fundamental knowledge and skills related to the structure and function of the speech production and perception mechanisms. This fundamental knowledge will allow students to have a basis for comparison of normal speakers to individuals with structurally based communicative disorders. Furthermore, information provided in this course will facilitate the students' comprehension of terms and concepts that will be presented in more detail in graduate speech-language pathology coursework. Permission of MSLP Program Director is required.

MSLP-420. Articulation and Phonological Disorders • 3 credits

Persons interested in pursuing a graduate degree in speech-language pathology will learn specific information relating to the theories and principles of the prevention, diagnosis and treatment of speech production disorders. Special emphasis will be placed on developing clinical skills in formal assessment, report writing, interpretation of test results, planning and implementing treatment, as well as critically reviewing literature related to differential diagnosis and treatment efficacy in speech production disorders. Permission of MSLP Program Director is required. Prerequisite: MSLP 400.

MSLP-430. Speech and Hearing Science • 3 credits

Persons interested in pursuing a graduate degree in speech-language pathology will explore the foundation of the profession. Speech and hearing sciences explores how humans produce and perceive speech. The study of speech and hearing encompasses an array of interrelated scientific disciplines, including mathematics, physics, psychology, biology that study normal hearing, speech, and language development, speech acoustics, speech physiology and perception, the nature of language, and cultural aspects of human communication. This information will allow students to establish a strong base of knowledge pertaining to normal speech and hearing processes so they can make appropriate comparisons when diagnosing and treating persons with communication disorders. Permission of MSLP Program Director is required.

MSLP-440. Audiology and Aural Rehabilitation • 3 credits

Persons interested in pursuing a graduate degree in speech-language pathology will develop an appreciation of the role audiology plays in improving the quality of life for persons across the lifespan; an understanding of the anatomy and physiology of the hearing mechanism, a familiarity with tests used to determine the extent and/or etiology of hearing loss, as

well as specific information relating to screening of hearing, types of hearing loss and the rehabilitation and habilitation of persons with hearing loss. Permission of MSLP Program Director is required.

MSLP-450. Language Development and Disorders • 3 credits

Persons interested in pursuing a graduate degree in speech-language pathology will receive an introduction to the normal acquisition of language, including the components of language, the physical, social and cognitive bases for language, theories of language development, how language evolves from infancy through adulthood, as well as cultural influences on language development. In addition, students will receive an overview of the assessment and treatment of child language disorders. Special emphasis will be placed on developing clinical skills in formal assessment, report writing, interpretation of test results, planning and implementing treatment, as well as critically reviewing literature related to treatment efficacy. Permission of MSLP Program Director is required.

Special Education

Prerequisite for all Special Education classes: Admission into the Teacher Education Program.

SPED 310. Inclusion Strategies for Students with Special Needs • 3 credits

The inclusion of all learners in the general education classroom involves accommodating students who may be at-risk, talented and gifted or have disabilities. This course addresses, at an introductory level, characteristics of these learners; techniques and strategies for accommodating them in the general education classroom; and the communication skills needed to collaborate with parents, teachers, and specialists. Legal components are also discussed. Field hours or concurrent enrollment in a methods course are required.

SPED 311. Foundations of Special Education • 2 credits

Review the historical and philosophical development of the field of special education as it relates to principles, issues, and trends for the education of individuals with mild/moderate disabilities. Accompanying legislation and legal aspects are discussed along with relevant ethical, professional, and multicultural issues. Corequisite: SPED 312.

SPED 312. Characteristics of Learners with Mild Moderate Disabilities • 2 credits

Discuss the definitions and etiologies of learning disabilities, mental disabilities, and behavior disorders of students at the mild and moderate levels. Developmental, functional, academic, psychological, social-emotional, and career characteristics of students with disabilities are considered in determining appropriate educational programming, necessary supports, and related services. Requires field hours. Corequisite: SPED 311.

SPED 313. Collaboration with Families and Professional • 3 credits

The collaborative and consultative role of the special education teacher is discussed in relation to working with families of

students with special needs, general education classroom teachers, paraeducators, other support service personnel, and community agencies. Tools such as effective communication skills, problem solving strategies, and conflict resolution will be emphasized. Legal issues including parental rights will be included. Discuss models for collaborative teaching in the general education classroom along with the roles of specific members of the multidisciplinary team. Prerequisites: SPED 312 or ECE 365.

SPED 314. Managing Behavior and Social Integration Skills • 3 credits

Review theories of students with behavior problems and special needs along with classroom behavior management methods, behavior change strategies, and attention maintenance techniques. Appropriate participation for the students in family, school, and community activities is emphasized through the design and evaluation of instructional programs including behavior intervention plans and social skills training programs. Requires field hours. Prerequisites: SPED 311 and 312.

SPED 411. Assessment in Special Education • 3 credits

The unbiased use of psychometric instruments and instructional assessment for individuals with mild and moderate learning disabilities, mental disabilities, and behavior disorders is viewed based upon legal provisions and guidelines. Consider basic and specific terminology. Interpret results from formal and informal assessments. Prerequisites: SPED 311, 312.

SPED 416. Curriculum: Content and Materials for Learners with Mild/Moderate Disabilities • 3 credits

Along with components of an IEP, review sources and specific curriculum for the development of cognitive academic, social, language, and functional life skills for individuals with mild and moderate learning disabilities, mental disabilities, and behavior disorders. Emphasis given to methods for accommodation and adaptation of the general education curriculum. Consider transition needs across age and ability levels. Prerequisites: EDUC 205 or 207; SPED 311, 312; EDUC 284.

SPED 417. Methods for Teaching Elementary Learners with Mild/Moderate Disabilities • 3 credits

Review effective teaching methods, techniques, and strategies for students with mild and moderate learning disabilities, mental disabilities, and behavior disorders. Considerations include age-appropriate and ability-level instructional student needs. Along with student transition needs, students will cover models for providing instruction both in and outside of the general education classroom environment. Requires field hours. Prerequisites: SPED 311, 312, and 416.

SPED 418. Student Teaching: Special Education in the Elementary School • 7–8 credits

Student teaching in a mild/moderate special education program. Prerequisite: senior standing.

Statistics

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

Cross-disciplinary course on how and why scientists use statistics to describe and interpret information they gather. Topics include descriptive statistics and basic inferential statistics. Prerequisites: Introductory course in major; MATH 171 or 191.

STAT/MATH 300. Modern Probability and Statistics • 3 credits

A Calculus-based introduction to probability and the application of mathematical principles to the collection, analysis, and presentation of data. Modern probability concepts, discrete/continuous models, and applications; estimation and statistical inference through modern parametric, nonparametric, and simulation/randomization methods; maximum likelihood; Bayesian methods. This course prepares students for the preliminary P/1 exam of the Society of Actuaries and Casualty Actuarial Society. Prerequisites: MATH 191 or equivalent placement. Students should be comfortable with Calculus notation and methods. No previous knowledge of probability or statistics is assumed.

STAT/MATH 301. Statistical Modeling • 3 credits

The development, application, and evaluation of statistical models to analyze data for decision-making. Univariate and multivariate general linear models (ANOVA, ANCOVA, MANOVA, linear regression), generalized linear models (logistic and Poisson regression), and nonlinear models. The course focuses on experimental design and model estimation (including robust and randomization-based methods), fit, and interpretation. Students are also introduced to multivariate techniques, including multidimensional scaling, principal components analysis, cluster analysis, and structural equation modeling. Prerequisites: a previous statistics course, including MATH/STAT 300 or STAT 213 that introduces statistical inference.

STAT/MATH 305. Advanced Data Science • 3 credits

Case study approach to topics in data science: importing, wrangling, visualizing, modeling, and communicating data, with an emphasis on big data. Statistical learning techniques for classification; tree-based methods; support vector machines; unsupervised learning. Prerequisites: MATH 290 and MATH/STAT 300.

WI-STAT/MATH 306. Ethics of Data Analysis • 3 credits

Examine the ethical issues related to method validity and reproducibility, and social impact and responsibility. Topics include privacy and anonymity, data accuracy and validity, transparency, model misuse and misinterpretation, and social responsibility and harm. Prerequisites: MATH 300; ENGL 101, with a minimum grade of C.

STAT/MATH 390. Mathematical Programming • 3 credits

Use of mathematical applications and markup languages with an emphasis on R, R-studio, and LaTeX. Topics include statistical computing, functional programming with data analysis, simulation techniques, pseudo-random number generators,

sampling techniques such as bootstrapping, and Markov chain Monte Carlo methods. Prerequisites: MATH 290 and MATH/STAT 300.

STAT/MATH 391. Capstone • 1 credit

Project based application of previous mathematical statistics and computer science courses related to the Data Science and Analytics program. Use of statistical software and programming languages to complete a report, or project relating to data analytics or data science. Prerequisite: MATH 390.

Statistics for Business & Economics

+STBE 137. Quantitative Reasoning in Business • 3 credits

Develop quantitative insights and skills relevant to success in the study and practice of Accounting, Economics, Finance, International Management, Management and Marketing. Key topics include the role of functions, linear systems, optimization, and scenario analysis in business. Develop skills in the visual display, written expression and oral presentation of analytic findings in a business setting.

STBE 237. Statistics for Business and Economics • 3 credits

Principles and applications of descriptive and inferential statistics. Topics covered are data summarization, measures of central tendency, measures of dispersion, fundamental principles of probability, discrete and continuous probability distributions, calculations of “z” and “t” scores, confidence intervals, hypothesis testing, ANOVA, correlation and regression, non-parametric statistics, statistical process control and decision theory. Prerequisites: STBE 137/MATH 191; ECON 100.

Theatre

+THTR 105. Beginning Acting: Voice and Body • 3 credits

Develop self-confidence through stage acting techniques of relaxation and memorization, vocal and physical exercises tested in monologues and short scenes.

+THTR 106. Improvisation for the Theatre • 0 to 1 credit

Study and perform improv! In this 1 credits performance class, students will learn and rehearse basic improv skills, culminating in a performance in the studio theatre. Students will learn either short form or long form improvisation. Maximum of eight credits may be used toward a degree.

+THTR 107. Mask in Performance • 0 to 1 credit

Learn to perform with masks! In this 1 credits performance class, students will learn physical techniques to transform their bodies and express character through mask work. Mask varieties may include: larval masks, neutral masks, commedia half-masks, and red-nose clown. Maximum of four credits may be used toward a degree.

+THTR 108. Circus Arts: Juggling • 0 to 1 credit

Learn to juggle! Students start by learning 3-ball juggling, and are given the opportunity to explore other circus props including: rings, clubs, gravity sticks, and poi. Advanced students will also be able to learn ball passing, club passing,

higher numbers juggling, advanced tricks, and walking globe. Maximum of four credits may be used toward a degree.

+THTR 202. Survey of the Theatre • 3 credits

Introduces theory, terminology and concepts involved in the theatre including fundamental classification of plays, function of various production roles, and principles and theory of drama.

+THTR 215. Introduction to Design in Theatre • 3 credits

To introduce the student to the fundamental elements and principles of design and how they apply to the theatre experience of scenery, costume, lighting, and sound design.

+THTR 216. Woodworking & Carpentry Fundamentals • 1 credit

This course introduces the student to shop safety, hand and power tool usage, understanding working drawings, and material cutting and joining.

+THTR 217. Lighting & Sound Production • 1 credit

This course will teach students proper usage of professional lighting and audio equipment, how to read and execute a theatrical light and sound plot, and how to program a live theatrical performance.

+THTR 219. Sewing & Costume Fundamentals • 1 credit

Learn basic sewing skills, how to follow a pattern, and how to construct a garment. Students are given basic methods of costume cutting and construction to support their design choices.

THTR 220. Topics in Theatre • 1–3 credits

Topic varies each semester. Depending on topic, explores critical and literary aspects of theatre, new forms of drama and performance, technical and design break through and applications techniques. Recommended: THTR 202.

THTR 300. Theatre History • 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 today.

THTR 320. Topics in Theatre • 1–3 credits

Topic varies each semester. Depending on topic, explores critical and literary aspects of theatre, new forms of drama and performance, technical and design break through, and applications techniques. Instructor permission required.

THTR 321. Topics in Theatre with General Education Status • 1–3 credits

Topic varies each semester. Depending on topic, explores critical and literary aspects of theatre, new forms of drama and performance, technical and design break through, and applications techniques. Places the topic in a historical context and explores its cross-disciplinary status and possibilities.

THTR 385. Theatre in London and the UK • 3 credits

Primarily focused on the theatre of London, past and present, with possible forays into the United Kingdom as a whole. Class

meets throughout the semester and culminates in a two-week trip abroad where fine arts history will be explored through plays, museums, tours, master classes, lectures and discussions.

THTR 390. Theatre Practicum • 0–3 credits

Academic credit for significant participation in a college theatre production as a member of the acting ensemble, design team, or technical crew leadership. May be repeated up to 3 times for no more than 3 credits. Prerequisite: Instructor consent.

THTR 392, 393. Independent Study in Theatre • 1–3 credits

Research and paper, or practical exercise, such as design and execution of design for a major production.

THTR 399. Internship in Theatre • 1–5 credits

Work experience with professional supervision in one or several facets of theatre, including management, set design and construction, production-direction, acting, costuming, advertising, and public relations. Pass/No Pass course.

Theology

+d2 THEO 100. Just Theology • 3 credits

Designed as a student's first theology course, "Just Theology" introduces Christian scripture and theological disciplines through the lens of justice. It will focus on the relationship between God and just action in the world as emphasized in the mission of St. Ambrose University. Highlights contributions to the Catholic Intellectual Tradition from racial and ethnic minorities, women and global voices.

+THEO 110. Introduction to Moral Issues • 3 credits

An integrated theological ethics includes the personal and social dimensions of human life in the exercise of moral agency, as relationship with others entails dialogical engagement in the light of the common good. Moral theology reflects the move to human experience, including a focus on responsibility to human suffering in a way that engages the everyday concerns of people.

+THEO 120. Introduction to Christian Faith • 3 credits

An introduction to the methods and content of systematic theology, the division of theology that has to do with doctrine and its significance for Christian life. Explore central teachings of Christianity, how they have developed, and how they are being discussed today.

+THEO 130. Introduction to the Bible • 3 credits

This course will explore the Old Testament/Hebrew Bible and the New Testament with emphasis on the historical context and intent of the writers and how those writings have impacted the world across the centuries.

+THEO 140. Historical Theology • 3 credits

This is an overview course which will examine the way that theological questions and especially the answers are influenced by the social, cultural, historical, economic, and political context from which they emerge. Students will examine questions of faith and reason, grace and free will, the Trinity, Christology,

and ethics from an historical perspective beginning with the New Testament through the 20th century c.e.

+THEO 201. Introduction to Catholic Studies • 3 credits

This course aims to give students an overview of modern Catholic Identity through the lens of the Second Vatican Council. Looking at the history and development of Vatican II, we explore major themes within Catholicism, and the relationship between Catholicism and society.

+d1 THEO 225. Racial Justice and the Christian Faith • 3 credits

Consider the Christian religion from the perspective of races typically underrepresented in Christian theology. Also considers the history of racism and colonialism/imperialism in Christianity, especially in the U.S. context.

+THEO 241. Ambrose of Milan • 3 credits

St. Ambrose of Milan, our patron saint, will be examined in light of the social, cultural, historical, economic and political conditions that influenced him and which were influenced by him. His theology will be critiqued for its enduring relevance, with special emphasis on the relationship between the church and state, ethics, Christology and concern for the marginalized. He will be shown to be the model of an "Ambrosian" synthesis of the liberal arts and the Catholic Intellectual Tradition.

+THEO 250. Introduction to Comparative Religions • 3 credits

The aim is to gain an empathetic and appreciative understanding of the basic teachings, spirituality, and contemporary ritual celebrations and practices of five major religions of the world with concentration on Buddhism, Judaism, early Christianity, Islam, and Hinduism. Critical evaluation of the cultural context of religious pluralism in the U.S., including contemporary challenges posed by anti-Semitism and Islamophobia, respects both diversity and a shared humanity.

THEO 260. Topics in Theology • 3 credits

Entry level introduction to theological inquiry on a specific topic. Each section will vary, depending on topic, and will employ readings, discussions, assignments, reflection papers, and a researched presentation.

+THEO 265. Forgiveness, Reconciliation and Peacebuilding • 3 credits

This course is an exploration of what it means when Christians speak about the concepts of forgiveness and reconciliation. Although the Gospels indicate the importance of forgiveness in daily life, many people struggle with understanding what it means and how to accomplish it in daily life, especially in challenging situations. This course explores forgiveness and reconciliation using both theological and psychological research on the efficacy, need, and implementation of these concepts. We will examine case studies of personal and social situation in which forgiveness and reconciliation are needed, offered, or resisted.

+THEO 276. Holocaust in Film • 3 credits

This course is an introduction to Holocaust studies. Utilizing documentary and dramatic films, the students will be exposed to a wide range of Holocaust topics, starting with an overview of the history of antisemitism and concluding with post-Holocaust issues. Students will write reviews of the films, reflecting upon what they have learned from these films, and how these films have impacted their perspectives.

+THEO 303. Suffering, Compassion, and Healing: Theology and Spirituality for Healthcare Workers • 3 credits

Examine the experiences of suffering, compassion and healing in light of Christian faith, spirituality and theology. Special attention is paid to topics such as healthcare as ministry, consideration of the difference between healing and cure, the concept of virtue, especially the virtue of compassion and the role it plays in life of professional healthcare workers.

Prerequisite: 100-200 level PHIL or THEO course.

+THEO 304. Reconciliation and Peacebuilding in Northern Ireland • 3 credits

Introduction to basic theories of conflict resolution, restorative justice, reconciliation, and the process of forgiveness by applying them to the Northern Ireland peace process.

Prerequisite: 100-200 level PHIL or THEO course.

THEO 305. The Theology of Christian Marriage • 3 credits

Examines the fundamental factors governing the contemporary experience of married life. Deals with principles and beliefs which enhance Christian understanding of covenant love as celebrated in the Christian/Catholic sacrament of marriage.

Prerequisite: 100-200 level PHIL or THEO course.

+d1 THEO 306. Medieval Women Mystics • 3 credits

This course examines the lives and writings of selected Christian women mystics from the Middle Ages, with a view to recovering their theological contributions. Special attention is given to the historical, cultural, and political context in which these women lived and wrote. Comparisons will be made between the theological ideas about the body and senses produced by these medieval women mystics and that of their male contemporaries and Christian women today. Prerequisite: 100-200 level PHIL or THEO course.

+THEO 310. Social Justice • 3 credits

A relational and transformational approach to social justice attuned to structural, systemic injustice is characterized as personal encounter in a praxis of accompaniment and local active listening that aims at the common good. This course draws on Catholic Social Teaching, the Encyclical Tradition, and cultural traditions in the advocacy of healthcare and the right to health as the upholding of basic human dignity and self-determination in a global context. Prerequisite: 100-200 level PHIL or THEO course.

+THEO 311/PHIL 311. Environmental Ethics • 3 credits

Discusses environmental issues, analyzes various philosophical and theological responses, calls for an evaluation of those responses and challenges students to draw their own critical conclusions. Prerequisite: 100-200 level PHIL or THEO course.

THEO 319. Bioethics and Health Care • 3 credits

Study the modern relationship between science, religion, health care and ethics. Analyze ethical principles, case studies, and current events from the perspective of Catholic moral theology, Christian ethics, and Catholic health care institutions. Issues include beginning and end of life; genetic engineering; and health care systems from a social justice perspective.

Prerequisite: 100-200 level PHIL or THEO course.

+THEO 320. Theology of Jesus and Mary in Christian Tradition • 3 credits

This course will draw from scripture and ancient sources related to the lives of Jesus and Mary to investigate the development of Christian belief about the meaning of Jesus' life, death, and resurrection, as well as the significance of Marian doctrines in this history. The class will also consider contemporary interpretations of Jesus and Mary. Prerequisite: 100-200 level PHIL or THEO course.

+d1 WI-THEO 321. Theologies of Liberation • 3 credits

Explores the development of liberation theology in the U.S. and globally. Includes recent contributions in areas such as Black, Queer, post-colonial, Latinx, and feminist theologies.

Prerequisites: 100-200 level PHIL or THEO course; ENGL 101, with a minimum grade of C.

+WI-THEO 322. The Church: Its Meaning and Mission • 3 credits

This course will discuss the development of how the community of Jesus' disciples has become the "Church" as we now know it. Students will read and discuss historical texts as well as works from contemporary theologians that discuss the identity and mission of the church. Special attention will be given to issues that are arising in the faith-experiences of Christian communities around the world. Prerequisites: 100-200 level PHIL or THEO course; ENGL 101, with a minimum grade of C.

+d1 THEO 324. Theology, Sex and Gender • 3 credits

This course explores the role Christianity has played in the construction of gender, examines feminist interpretation of biblical and theological texts from diverse global contexts, and engages contemporary work in LGBTQ studies and Christianity, also called Queer Theology. Prerequisite: 100-200 level PHIL or THEO course.

+THEO 325. Models of God • 3 credits

Examines the Christian idea of God in the context of the larger human search for God as well as within the Judea-Christian faith tradition. Asks why people seek and reject God as well as why different ways of imaging and relating to God have developed and become popular within Christianity. Special attention to the Christian doctrine of the Trinity as it is grounded in Scripture and found within Christian theological tradition. Prerequisite: 100-200 level PHIL or THEO course.

+d1 THEO 326. Disability Ethics and Theology • 3 credits

Provides an introduction to the interdisciplinary field of disability studies through Christian Ethics and Theology

drawing from film, podcasts, autobiography and text.
Prerequisite: 100-200 level PHIL or THEO course.

+THEO 332. The Gospels: Diverse Interpretations of Jesus • 3 credits

Covers the basic content and theological agendas presented by the four evangelists on the canvas that was the historical Jesus. Course utilizes close exegesis, various hermeneutical approaches, and historical-critical principles to understand, as best as possible, the original theological intent. Class also engages in robust discussion of the relevance of such ancient texts to the modern world. Prerequisite: 100-200 level PHIL or THEO course.

+THEO 333. The Letters of Paul: Theology in Context • 3 credits

Covers the basic content of Paul's letters, with particular attention paid to the historical situation of the communities to which he wrote. Apply interpretations of Paul's letters to pressing theological and moral issues from today's world, such as empire, gender, sexuality, marriage, and the environment. Prerequisite: 100-200 level PHIL or THEO course.

+d1 THEO 334. Apocalypse: Now and Then • 3 credits

Whether from the Mayan Calendar, the movie theater, or political rhetoric, we are bombarded by apocalyptic language and imagery. Examine the historical and sociological roots of apocalypticism, with particular attention paid to the book of Revelation. Does this book predict the future? How do we evaluate the legacy of apocalypticism in our world today? Prerequisite: 100-200 level PHIL or THEO course.

+THEO 336. The Bible and The Arts • 3 credits

The Bible has captured the imagination of artists and their audiences for thousands of years. Explore how artistic engagements with biblical stories and themes have not only influenced the creation of art, but have shaped the ways in which cultures and societies understand the Bible and Christian theology around the world. Prerequisite: 100-200 level PHIL or THEO course.

+ WI-THEO 338. Bible in Modern Political Thought • 3 credits

While ancient, the Bible continues to be ever-present in modern political thought. Develop critical skills in assessing and critiquing theological and political ideas by examining how biblical texts and political movements have crossed paths to shape both policy and theology from the nineteenth century to the present. Prerequisites: 100-200 level PHIL or THEO course; ENGL 101, with a minimum grade of C.

+THEO 339. Hebrew Prophecy: Mysticism in Action • 3 credits

Through uncovering Hebrew Prophecy's mystical and political roots in ancient southwest Asia, we will explore the hopes, fears, and concerns that connect people from the Iron Age to the Information Age. Students will explore issues ranging from righteousness and power to gender equality and systemic poverty as we discover Hebrew Prophecy's evolving impact on

the development of Christian thought. Prerequisite: 100-200 level PHIL or THEO course.

+THEO 344. Rome and Christianity • 3 credits

Requires international travel. Consists of an interpretive exploration of Rome and other sites of interest in Italy with an eye toward understanding the theological development of Christianity particularly in its sacraments, liturgy, martyrology, and doctrine. Course notes and readings supplement the city's museums, galleries, archeological sites and public monuments as the primary educational tools. Prerequisite: 100-200 level PHIL or THEO course.

+THEO 360. Advanced Topics in Theology • 3 credits

Focus on a particular topic selected by the instructor. Each section varies by topic and will employ select readings, discussions, assignments, reflection papers, and a researched presentation. Prerequisite: 100-200 level PHIL or THEO course.

WI-THEO 499. Senior Seminar in Theology • 3 credits

The senior seminar is designed to draw from student learning during their studies in theological theory and praxis. Students may choose either a capstone research paper or social justice project with reflection paper. Students will present their work in a public forum. Prerequisites: ENGL 101, with a minimum grade of C; declared Theology major or minor; minimum of 6 theology credits.

Graduate Program

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 Organizational Leadership
Master of Pastoral Theology
Master of Physician Assistant Studies
Master of Public Health
Master of Science in Exercise Physiology
Master of Science in Speech-Language Pathology
Master of Social Work
Doctor of Occupational Therapy
Doctor of Physical Therapy

Graduate Education Academic Policies

The following are minimal policies and procedures that apply to all St. Ambrose University graduate programs, and are approved by the St. Ambrose University Graduate Council. Each program has additional policies which are explained in that program's admissions materials and individual websites. In addition, some programs provide a student handbook with additional information. In the event that a program's policies or procedures are more restrictive than those listed in this section, the program's policies and procedures will supersede the minimal standards listed in this section. Admission information can be found in the general information section of the catalog. Graduate program admission requirements vary by program.

Full Time and Part Time Status for Graduate Students

The Registrar certifies a graduate student with a class load of 9 semester credits as a full-time student, one with 6 semester credits as a three-quarter time student, and one with 3 credits is considered a part-time student. For the summer session, a class load of 3 credits is considered full time. For financial aid, a loan will be certified for half-time enrollment if a graduate student is enrolled in at least 4-1/2 credits for a fall or spring term. For summer, a loan will be certified for a minimum of 3 graduate credits.

Students wishing to change their registration must record it officially on the appropriate form in the Office of the Registrar, 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 the Office of the Registrar

During a 15-week academic semester, if a course is dropped between the first week and the end of the fourth week of class, no grade is officially recorded. During sessions, which are less than 16 weeks, the time periods are prorated for withdrawal.

If a course is dropped between the end of the fourth week and the end of the 10th week, the grade of "W" (Withdrawal) is officially recorded. If a course is dropped after the 10th week, the change is officially recorded as "WF" (Withdrew Failing) or "WP" (Withdrew Passing) as determined by the instructor.

Re-taking Coursework

Students should refer to their departmental program student handbook for policies specific to their area of study.

Research, Theses, Comprehensive Exams, and Capstone Projects

The University has a Thesis and Dissertation Handbook that provides instructions on formatting, style and the submission process. This can be found on the University Library and Office of Graduate Studies portal page. Individual graduate programs may have additional instructions and requirements. Once the thesis or dissertation is approved, they can be bound and submitted to the University Library for permanent storage. Comprehensive examinations and Capstone Projects guidelines are established by the individual graduate programs and shared with the students by the graduate program faculty.

Certification for Degree Completion

The graduate department completes a degree audit which states the student has completed the degree requirements. This degree audit is then reviewed by the Office of the Registrar, which verifies degree completion for the student's official record and for graduation. Information on timelines for application for graduation can be obtained from the program director or departmental designee.

Graduate Commencement Policy

Graduate students can participate in Commencement upon certification by a graduate program director. Each program has its own policy regarding who may participate in Commencement if there are remaining degree requirements prior to graduation.

Graduate Program Requirements

Master of Accounting

College of Business

With the ever-changing environment in business due to technological advances, environmental changes, international competition, as well as government and tax regulation, today's accountant must be prepared to meet the challenges of clients and other professionals. In order to be successful in this environment, the accountant needs to be professionally oriented, socially conscious, and academically prepared. The Master of Accounting program prepares individuals for professional careers and ultimately for leadership positions in today's business world. In addition, in many states, those desiring to become certified as a Certified Public Accountant (CPA) must have 150 hours of college education. A natural extension in the pursuit of this requirement is, and will continue to be, graduate education in the field of accounting.

The Master of Accounting program (MAcc), nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP), is an interdisciplinary program. The 30-hour MAcc degree has the flexibility to accommodate students with a variety of educational backgrounds and career objectives. Students have the option to earn their degree in either an accelerated, a one-year, or a part-time two-year format, all with convenient day, evening and online classes.

Admission Requirements

Individuals with an undergraduate degree from an accredited institution in any field may apply for admission to the MAcc program. All applications must meet the following requirements:

- Official transcripts from each undergraduate and graduate school attended
- Overall undergraduate GPA of 2.75 or higher*
- Personal statement explaining reason(s) for wanting to pursue graduate education

*Students with an undergraduate GPA below 2.75 may be required to submit additional information for full admission.

Academic Standing

MAcc students are required to maintain a 3.0 (B) grade point average or above. At any point in the process of completing the MAcc program where a student falls below a 3.0 grade point average, they are placed on academic probation. Students must remove themselves from academic probation within the next two 8-week sessions. If this does not occur, then academic dismissal will result. Only two (2) C grades are permitted in the MAcc program. A third C grade (or worse) or a single F grade results in academic dismissal from the program.

Any student dismissed from the MAcc program due to academic deficiency can reapply after a minimum of two 8-week session has elapsed. At this time, the student must fill out a reapplication form with a statement documenting reasons for

why the student thinks they are able to continue and successfully progress through the program. The program director will review such documentation and make the decision as to whether the student will be readmitted. Once readmitted, the student must make up for their academic deficiency in the first session after readmission.

Students who have received their second "C" are allowed to increase their grade point averages by retaking the course in which the "C" was received. Only two attempts per class are allowed.

Transfer Credits

Students may transfer up to nine graduate credits from an accredited college or university provided the credits carry a "B" or better, the courses are determined to be relevant to the MBA program and were completed in the past seven years.

Prerequisites

The equivalent of an undergraduate degree in accounting from an accredited 4-year college will meet the prerequisite requirements for the MAcc program.

The prerequisites for other undergraduate degrees include: ACCT 201, 202, 301, 302, 305 and 415 or equivalent; 6 hours of economics; 9 hours of business (3 hours of business law, 3 hours of business statistics, and 3 hours of finance); and 3 hours of college math which can be met by taking STBE-137, college algebra or higher, or a math course approved by the MAcc program director.

Students who have an undergraduate degree in a field other than accounting may also need to take additional accounting and business courses to meet the educational requirements for the Certified Public Accountant exam.

Graduate Course Requirements for the Master of Accounting: Advanced Accounting and Business MAcc:

30 semester credits including 15 semester credits of graduate accounting electives from the following courses: ACCT 601, 602, 603, 604, 606, 610, 614, 616, 617, 620, 660; and 15 semester credits of non-accounting graduate electives that are approved by the program director.

Graduate Certificate in Advanced Accounting

The Graduate Certificate in Advanced Accounting is available to any student who meets the admission criteria for the Master of Accounting program.

Course Requirements for the Graduate Certificate in

Advanced Accounting: Take 5 of the following courses: ACCT 601, 602, 603, 604, 606, 610, 614, 616, 617, 620, 660.

Master of Business Administration College of Business

The St. Ambrose University H.L. McLaughlin Master of Business Administration (MBA) builds well-rounded business leaders by enhancing managerial skills and professional and disciplinary competency.

Admission Requirements

Individuals with an undergraduate degree from an accredited institution in any field may apply for admission to the MBA program. All applications must meet the following requirements:

- Official transcripts from each undergraduate and graduate school attended
- Overall undergraduate GPA of 2.75 or higher*
- Personal statement explaining reason(s) for wanting to pursue graduate education

*Students with an undergraduate GPA below 2.75 may be required to submit additional information for full admission.

Academic Standing

MBA students are required to maintain a 3.0 (B) grade point average or above. At any point in the process of completing the MBA program where a student falls below a 3.0 grade point average, they are placed on academic probation. Students must remove themselves from academic probation within the next two 8-week sessions. If this does not occur, then academic dismissal will result. Only two (2) C grades are permitted in the MBA program. A third C grade (or worse) or a single F grade results in academic dismissal from the program.

Any student dismissed from the MBA program due to academic deficiency can reapply after a minimum of two 8-week sessions has elapsed. At this time, the student must fill out a reapplication form with a statement documenting reasons for why the student thinks they are able to continue and successfully progress through the program. The program director will review such documentation and make the decision as to whether the student will be readmitted. Once readmitted, the student must make up for their academic deficiency in the first session after readmission.

Students who have received their second "C" are allowed to increase their grade point averages by retaking the course in which the "C" was received. Only two attempts per class are allowed.

Transfer Credits

Students may transfer up to nine graduate credits from an accredited college or university provided the credits carry a "B" or better, the courses are determined to be relevant to the MBA program and were completed in the past seven years.

Graduate Course Requirements for the Master of Business Administration Degree: 36 semester credits including MBA 600, 606, 615, 621, 626, 675, 680, 800 and four concentration courses. (All courses are three credit hours.)

Concentration Courses

Students are required to complete a concentration consisting of four courses. The concentrations available are Leadership, and General Business.

- **Leadership Concentration:** Take four of the following: MBA 690 (in-person only), 691 (online only); MOL 501, 529, 540, or 625.

- **General Business Concentration:** Take any combination of four courses.

Master of Organizational Leadership College of Business

The Master of Organizational Leadership (MOL) program at St. Ambrose University is an interdisciplinary graduate program of study designed to develop skills and build abilities for effective leadership. Effective leadership is essential to the success of any endeavor in both the public and private sectors. Businesses, government agencies, elected offices, charitable organizations, and churches, to name a few, need valuable leaders who can identify, promote, and accomplish organizational goals and objectives. In this context, MOL program students will become more aware of their own strengths, attitudes, and behaviors, and the effects they have on others as leaders. The MOL program also provides individuals currently in or seeking leadership positions with the conceptual and analytical skills necessary for successful leadership. The Master of Organizational Leadership program reflects St. Ambrose University's commitment to promoting community service, personal growth, and practical professional training opportunities for students.

Mission Statement

The Master of Organizational Leadership program at St. Ambrose University nurtures students' abilities and enables students to strengthen their capacities as leaders through the development of tools and skills for effective leadership in organizational settings including promoting the importance of service to communities.

Admission Requirements

Individuals with an undergraduate degree from an accredited institution in any field may apply for admission to the MOL program. All applications must meet the following requirements:

- Official transcripts from each undergraduate and graduate school attended
- Overall undergraduate GPA of 2.75 or higher*
- Personal statement explaining reason(s) for wanting to pursue graduate education

*Students with an undergraduate GPA below 2.75 may be required to submit additional information for full admission.

Academic Standing

MOL students are required to maintain a 3.0 (B) grade point average or above. At any point in the process of completing the MOL program where a student falls below a 3.0 grade point average, they are placed on academic probation. Students must remove themselves from academic probation within the next two 8-week sessions. If this does not occur, then academic dismissal will result. Only two (2) C grades are permitted in the MOL program. A third C grade (or worse) or a single F grade results in academic dismissal from the program.

Any student dismissed from the MOL program due to academic deficiency can reapply after a minimum of two 8-week sessions has elapsed. At this time, the student must fill out a reapplication form with a statement documenting reasons for why the student thinks they are able to continue and successfully progress through the program. The program director will review such documentation and make the decision as to whether the student will be readmitted. Once readmitted, the student must make up for their academic deficiency in the first session after readmission.

Students who have received their second “C” are allowed to increase their grade point averages by retaking the course in which the “C” was received. Only two attempts per class are allowed.

Transfer Credits

Students may transfer up to 9 graduate credits from an accredited college or university provided the credits carry a “B” or better, the course(s) are determined to be relevant to the MOL program, and the courses were completed in the past seven years. (See Degree Requirements.)

Degree Requirements

30 credit hours including 24 credits of core courses, including MOL 716: Leadership Capstone and 6 credits of electives. The student may enroll in MOL 716 upon completion of 24 credit hours toward the degree.

Core Requirements (24 credits)

Suggested order below

MOL 501. Leadership Theory
MOL 625. Leading Organizational Change
MOL 529. Conflict Management
MOL 701. Strategic Leadership
MOL 540. Leadership Communication
MOL 691. Dialogical Skills
MOL 715. Leadership Work Action Project
MOL 716. Leadership Research Paper

Electives (6 credits)

MOL 515. Decision-Making
MOL 557. Building Effective Teams
MOL 621. Human Behavior in Organizations
MOL 635. Servant Leadership
MOL 645. International Issues in Leadership
MOL 655. Political and Civic Leadership
MOL 710. Ethics in Leadership
MOL 790. Independent Inquiry in Leadership
MOL 792. Special Topics

Master of Pastoral Theology

College of Arts and Sciences

The Master of Pastoral Theology (MPTh) program offers professional and personal growth and academic rigor to those who wish to be more fully prepared to serve in a variety of pastoral responsibilities and ministries within the Church.

Currently offered in conjunction with the Deacon Formation Program of the Davenport Diocese, the MPTh program is also open to all qualified applicants. Interested candidates should note that we employ a cohort model which enriches the academic experience. The 30 credit program can be completed in as few as 2 ½ calendar years. Classes are offered in person one weekend (Saturday-Sunday) per month, August through May. Each weekend includes 12 hours of instruction. Students must be prepared to complete significant reading and writing assignments between the monthly meetings.

The program is grounded in the Roman Catholic tradition, broadly ecumenical and respectful of religious, cultural, and gender diversity.

Requirements for Admission

1. Accredited baccalaureate degree.
2. Undergraduate grade-point average of 3.0 on a 4.0 scale.
3. Six credits of theology including:
 - a. Introduction to Theology
 - b. Introduction to Scriptural Studies
4. Conditional admission to the program may be granted while fulfilling these prerequisite courses.
5. Ministry experience.

Degree Requirements

Thirty graduate credits including at least 4 in each of the following areas: Scripture, Sacramental/Spiritual Theology, Systematic Theology, Moral Theology, and Pastoral theology and at least two credits in Historical Theology. Students must maintain a “B” average.

Application Information

Before registering for a course, a student must seek admission to the University either as a degree candidate or as a special student.

Procedure for Admission as a Degree Candidate

If a person has an undergraduate degree in any field, and experience in either professional or volunteer ministry, she/he may apply for admission to the Master of Pastoral Theology program.

1. Complete the graduate 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. Return the application form to the director of pastoral theology program. 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 non-degree seeing student

Students may take courses in the MPTh program as a special student, non-credit, or for Continuing Education Units (CEU). Contact the director of the MPTh program for details. We encourage those interested in or already engaged in parish ministry to enroll in MPTh classes for personal growth and continuing education.

Transfer of Credit Policy

MPTh degree candidates may transfer graduate credit from another university. Transfer of credit approval is based on the following criteria: the credit has been earned within the last five years, it is graduate level work, at least a grade of “B” has been earned, and it is relevant to the student’s degree objectives. Students seeking approval for transfer of credit must submit a Transfer of Credit form and an official transcript of those credits to the pastoral studies program director.

Advanced Standing Policy

MPTh degree candidates who have participated in substantive educational programs which do not grant academic credit may apply to have such study included as part of their degree work by requesting advanced standing.

Advanced standing status is based on the following criteria: participation in the educational program has been within the last five years; the content of the program constitutes graduate level work; applicants complete a written description of specific learning experience as proof of competence; and the learning experience is relevant to the student’s degree objectives.

The program director will evaluate advanced standing requests and establish credit hour equivalency.

Students seeking advanced standing must submit the request along with a description of the work to the Pastoral Theology program director.

No more than 8 hours total credit will be applied toward the degree from Transfer and Advanced Standing.

Integration Project Capstone

Requirements for the MPTh degree include the completion of a 2 credit Integration Project intended to demonstrate the student's integration of coursework with pastoral ministry. The thesis must be submitted to the advisor, the department director and a third member of the department. The final copy of the Integration Paper must be completed and approved at least 2 weeks before the student’s graduation.

Graduation Requirements

1. Submit a graduation application before the deadline indicated in the academic calendar.
2. Complete any transfer of credit from other institutions as described above.
3. Successfully complete course requirements including the Integration Project.
4. Receive the approval of the completed Integration Paper in the manner outlined above.
5. Submit the graduation fee to St. Ambrose University.

Master of Physician Assistant Studies College of Health and Human Services

The Master of Physician Assistant Studies Program (MPAS) is 29 months in length consisting of a 14-month didactic component followed by 15-month supervised clinical clerkship component. The didactic phase is comprised of classroom instruction in advanced basic sciences, clinical skills, clinical medicine, pharmacology, behavioral medicine, ethics, and research. No advanced standing is allowed in the program, regardless of previous graduate work in healthcare. All incoming students must complete the entire PA curriculum. In general, classes are held Monday through Friday from 8 a.m. to 5 p.m.

The clinical phase of the program consists of 12 months of supervised clinical clerkships that are 4 weeks in length with the exception of family practice, which is 12 weeks. There are eight required clerkships to include: Family Medicine, Internal Medicine, Pediatrics, Obstetrics-Gynecology, Geriatrics, Psychiatry, Emergency Medicine, and General Surgery.

The clinical phase of the program consists of 12 months of supervised clinical clerkships, one month clinical preparation course, one month summative block course and 4 one week clinical end of rotation blocks. Supervised clinical clerkships are 4 weeks in length with some exceptions. There are eight required clerkships to include Family Medicine (2), Internal Medicine, Pediatrics, Obstetrics-Gynecology, Psychiatry, Emergency Medicine, and General Surgery. In addition to the required clerkships, students will choose four electives to complete the clinical phase of the program. Some rotations will require students to work on the weekends and evenings. Students are required to be available as instructed by their preceptors. Several times throughout the clinical phase, students will return to campus for exams as well as other educational sessions.

Entry into the 29-month St. Ambrose Physician Assistant program will be a competitive process. Applicants must have earned their undergraduate degree; successfully completed specific prerequisite courses; and gained at least 500 hours of health care experience.

Graduates will be eligible to seek licensure to practice in one or more of the 50 states.

Online applications will be accepted through CASPA (Central Application Service for Physician Assistants).

Note:

The ARC-PA has granted **Accreditation-Continued** status to the **St. Ambrose University Physician Assistant Program**.

Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the ARC-PA will be 2029 March. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

Admissions Requirements:

Candidates for admissions must meet the following criteria:

- Earned bachelor's degree from a regionally accredited institution (in major of choice).
- Completion of on-line CASPA application including personal statement and references.
- Completion of all prerequisite classes with a grade of "C" or higher.
- Required course work graded Pass/Fail or credit obtained by CLEP examination or Advanced Placement (AP) will not be accepted.
- Minimum of 3.0 cumulative, prerequisite and science GPA on 4.0 scale.
- Optional: Send GRE scores to CASPA (SAU code is 0420)
- 500 hours of health care experience with direct patient contact.
- Campus Interview.
- Test of English as a Foreign Language (TOEFL) – Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL). A passing score of 600 (written), 250 (computerized), or 100 (internet) is required to be eligible for admission to the program. Results should be sent directly from ETS to St. Ambrose University. The institutional code is 6617.
- Credential Evaluation–Applicants with coursework or a degree from a college or university outside the United States must submit an official evaluation from World Education Services (www.wes.org).
- Individuals who are not U.S. citizens or permanent legal residents are not eligible for admission into the SAU MPAS program.

Prerequisite Classes

- 15-16 credit hours in biological sciences with labs covering general biology (4 cr), human anatomy (4 cr), human physiology (4 cr) and microbiology (3-4 cr). Anatomy and physiology classes may be taken separately or together if part of a two-course section.
- 14-16 credit hours in chemistry with labs to include general (inorganic) chemistry (8 cr, 2 semester sequence), organic chemistry (3-4 cr, lab recommended if available) and biochemistry (3-4 cr, lab recommended if available).
- 3 credit hours in statistics or biostatistics. (Additional mathematics class may be needed as prerequisite for science and statistics).
- 6 credit hours in psychology/sociology. Applicants may have one psychology and one sociology course, or two psychology courses.
- 6 credit hours in English/Writing. Applicants may have English composition or writing-intensive courses.
- Recommended courses: Oral communication and biomedical ethics.
- Meet technical standards for admission, progression, and graduation from the program.

- Documented at least 500 hours of healthcare experience with direct patient contact.
- Document at least 16 hours of shadowing a physician assistant.

Curriculum:

Year 1: Summer Course (8 weeks)

MPAS 500. Gross Anatomy, 5 credit hours
5 credit hours total

Year 1: Fall Courses

MPAS 510. Advanced Physiology, 5 credit hours
MPAS 520. Medical Pathology, 5 credit hours
MPAS 530. Clinical Laboratory Science, 3 credit hours
MPAS 600. Professional Practice Issues, 1 credit hour
MPAS 620. Communication in Medicine I, 2 credit hours
MPAS 630. Healthcare Systems, 2 credit hours
18 credit hours total

Year 1: Spring Courses

MPAS 640. Medicine I, 9 credit hours
MPAS 650. Pharmacotherapy I, 4 credit hours
MPAS 660. Clinical Skills I, 3 credit hours
MPAS 625. Communication in Medicine II, 1 credit hour
MPAS 680. Behavioral Medicine, 3 credit hours
20 credit hours total

Year 2: Summer Courses

MPAS 645. Medicine II, 11 credit hours
MPAS 655. Pharmacotherapy II, 4 credit hours
MPAS 665. Clinical Skills II, 1 credit hour
MPAS 672. Evidence Based Medicine, 2 credit hours
MPAS 690. Medical Ethics, 2 credit hours
20 credit hours total

Year 2: Fall Courses

MPAS 677. Research Application, 2 credit hours
MPAS 700. Clinical Preparation, 4 credit hours
MPAS 701, 702. Clinical Preceptorships, 8 credit hours
14 credit hours total

Year 2: Spring Course

MPAS 701, 702, 703, 704. Clinical Preceptorships, 16 credit hours
MPAS 712. Clinical End of Rotation Block, 1 credit hour
17 credit hours total

Year 3: Summer Course

MPAS 701, 702, 703. Clinical Preceptorships, 12 credit hours
MPAS 712A. Clinical End of Rotation Block, 1 credit hour
MPAS 712B. Clinical End of Rotation Block, 1 credit hour
14 credit hours total

Year 3: Fall Course

MPAS 701, 702, 703. Clinical Preceptorships, 12 credit hours

MPAS 715 Summative Evaluation, 4 credit hours
16 credit hours total

Total credit hours: 124

Master of Public Health

College of Health and Human Services

MPH Program Description (mission)

St. Ambrose University's MPH program's mission is to develop public health leaders with a global perspective who learn to promote social justice via experiential opportunities, person-centered education, and service to vulnerable and marginalized populations.

Graduates of the MPH program will:

- Use epidemiology to propose novel evidence-based solutions and policies for public health challenges.
- Utilize quantitative and qualitative data to address public health problems.
- Articulate public health policy and programs focused on increasing access for vulnerable and marginalized populations.
- Apply principles of cultural humility, ethical reasoning, and human rights when interacting in organizational and community settings.
- Advocate for ethical and professional strategies in the management of public health programs and organizations.
- Demonstrate communication and collaboration in inter-professional community partnerships.

Accreditation

St. Ambrose University is accredited by the Higher Learning Commission, www.hlcommission.org. The St. Ambrose University Master of Public Health program is accredited by the Council on Education for Public Health (CEPH) accreditation, www.ceph.org.

Admissions Process:

A complete application requires submission of the following:

1. Complete an online application through SOPHAS. SOPHAS is a centralized application service for public health students. All application materials should be submitted to SOPHAS.
2. Provide an official transcript showing completion of a bachelor's degree from an accredited college or university. A cumulative GPA of 3.0 or higher is recommended.
3. Submit a one-page statement addressing how your personal or academic background and experiences will bring a unique perspective to the program and contribute to a diverse and inclusive student community.
4. Provide two (2) letters of reference from either academic (e.g., a professor) or professional (e.g., a supervisor) sources.

MPH 3+2 Option

The Master of Public Health Program offers multiple 3+2 pathways that provides qualified undergraduate students the opportunity to begin work on their MPH degree starting in their junior year. Students who complete the 3+2 MPH Program will graduate with their MPH Degree one year after the completion of their Bachelor's Degree and at a significantly lower cost than completing both degrees separately. The 3+2 MPH Program has mapped out the minimum number of credit hours per approved pathway or major, which must include 43 MPH graduate credit hours. Up to 13 MPH graduate credits can be applied to both undergraduate and graduate coursework. Students must meet all university requirements to graduate with a Bachelor's degree from an approved pathway. After completing the Bachelor's degree, students will be considered graduate students and will be able to complete the MPH Degree in one year if they maintain full time status.

Admissions Procedure (3+2)

Students will be admitted to the MPH 3+2 Program in the Spring or Summer term of their Sophomore or Junior year. Applications will be accepted and reviewed on a rolling basis through August 15. Accepted students will be allowed to register for a graduate course in the Fall semester of their junior or senior year. Current St. Ambrose students and new transfer students are eligible to apply if they meet the following requirements:

1. Currently enrolled at St. Ambrose University as a student in one of the approved majors.
2. Have a faculty advisor in one of the approved majors.
3. A minimum 3.0 GPA is recommended.
4. Provide two (2) letters of reference from either academic (e.g., a professor) or professional (e.g., a supervisor) sources.

MPH Accelerated 11-month Option

The Master of Public Health Program offers an accelerated 11-month option that starts in Summer Term. This option reflects no changes in course content or curriculum, but allows motivated students to achieve the 43 required credit hours in 11 months.

Admission Appeal Process: Applicants for admission to the Master of Public Health program have a right to appeal an adverse recommendation related to admission to the MPH program to the Director of the Public Health Program.

Credit Transfer Policy: Students transferring from other accredited graduate programs of public health must complete the standard SOPHAS application and submit the same documentation as other potential students. These applicants must meet the same admissions criteria used to evaluate all applicants and be in good standing with the former program. Any previous graduate courses in public health (description and syllabi) are reviewed by the Director to determine if any transfer credit is awarded. Courses must be congruent with the mission and goals of the St. Ambrose Public Health Program. Up to 9 credits can be transferred into the program if coming from an accredited

MPH program. If the student has not completed equivalent required foundation course (510), this must be taken before the student can progress to the advanced specialization curriculum. Only courses completed with a 3.0 or better within the past seven years will be considered for transfer if the course was taken from another accredited graduate public health program.

Program Requirements

Performance indicators that students are making satisfactory progress include:

- A cumulative grade point average of 3.0 (on a 4.0 point scale).
- Grades of C or above in each course (only courses with a grade of C or above count toward the degree).
- Successful completion of courses in sequence (indicators of less than satisfactory progress include course withdrawal or receiving a grade of “incomplete”).
- Behavior consistent with the APHA Principles of Ethical Practice in Public Health in the online classroom, community, and experiential work.

Academic Progression: To remain in good standing in the MPH Program, students are expected to make consistent progress toward graduation.

Grade Appeal Process: Students are encouraged to work with faculty about complaints on grading. Any issue which cannot be resolved can be referred to the Director by either the faculty or student. See page 16 in the St. Ambrose Student Handbook.

Retention/Dismissal Policy: When informal measures fail to correct problems, the faculty member then requests the student’s academic advisor to convene a meeting via phone or video conference to create a plan of correction. All relevant parties will participate in the meeting. The plan of correction will specify the specific concerns, concrete steps necessary for resolution, and criteria for evaluation of success. This plan will be summarized in writing by the faculty advisor and copies distributed to the student, the instructor, the advisor, and other involved parties. If the student fails to remediate the problem as defined in the plan of correction, the faculty member or student’s advisor will consult with the MPH Director to determine the need for an Academic Review. See the MPH Handbook for further details.

Curriculum

The Public Health program emphasizes health equity, prioritizing increasing access to health and social services for populations who are marginalized or vulnerable. Specifically, St. Ambrose students will build their skills in epidemiology, research, leadership, and application of evidenced-based interventions to solve global-national-regional-state-community public health issues. The St. Ambrose University Master of Public Health program is offered online as a full-time program of either 11 or 18-months as well as a part-time program over a 33-month period. The graduate online program is comprised of 43 semester credit hours. A new class of up to 30 students will be accepted each Fall, Spring, and Summer term through a

competitive application process. Students will be eligible to enroll from any undergraduate area of study and are recommended to have completed an advanced math/statistics course while earning a bachelor’s degree. Students will complete asynchronous online classes in subjects including epidemiology, biostatistics, qualitative research, behavioral/social/environmental health, ethics and social justice, leadership/management, health systems, policy and evidenced based practice/application. Both full and part time options will require students to take the full course sequence and gain 200 hours of applied practice experience under the supervision of public health and other specialists in selected practice areas. Additionally, a dual degree program where a student can obtain both an MPH and MSW in two to four years is available. This highlights an overarching priority to strengthen the linkages and referrals between health and community/social systems and services.

Reinforcing our person-centered ethos, the MPH program offers multiple times of entry (summer, fall, or spring) and full and part-time options to best meet the needs of future MPH students.

Full Time Program: By enrolling full-time, you will earn your degree in 1.5 years beginning Fall, Spring or Summer term. An accelerated summer start may allow you to earn a degree after 12 months.

Option 1 - Accelerated 11-month Program:

Year 1: Summer Courses

Summer 1: 510. Global Public Health Concepts and Practice (3 cr.)

Summer 1: 670. Global Health Systems (3 cr.)

Summer 1: 680. Management and Leadership in Public Health (3 cr.)

Year 1: Fall Courses

Fall 1: 515. Health Promotion and Communication (3 cr.)

Fall 1: 516. Applied Practicum Experience (APE) and Integrated Learning Experience (ILE) Planning (1 cr.)

Fall 1: 630. Public Health Equity and Ethics (3 cr.)

Fall 2: 520. Epidemiology (3 cr.)

Fall 2: 540. Behavioral, Social, Environmental Health (3 cr.)

Year 1: Spring Courses

Spring 1: 525. Biostatistics, Quantitative Research (3 cr.)

Spring 1: 620. Global Health Policy (3 cr.)

Fall 1 and 2: 700. Integrated Learning Experience (ILE) (3 cr.)

Spring 2: 530. Qualitative Research (3 cr.)

Spring 2: 610. Evidence-Based Practice in Public Health (3 cr.)

Spring 2: 695. Applied Practice Experience (APE) (3 cr.)

Option 2 - Fall Start

Year 1: Fall Courses

Fall 1: 510. Global Public Health Concepts and Practice (3 cr.)

Fall 1: 515. Health Promotion and Communication (3 cr.)

Fall 1: 516. Applied Practicum Experience (APE) and Integrated

Learning Experience (ILE) Planning (1 cr.)
Fall 2: 520. Epidemiology (3 cr.)
Fall 2: 540. Behavioral, Social, Environmental Health (3 cr.)

Year 1: Spring Courses

Spring 1: 525. Biostatistics, Quantitative Research (3 cr.)
Spring 1: 620. Global Health Policy (3 cr.)
Spring 2: 530. Qualitative Research (3 cr.)
Spring 2: 610. Evidence-Based Practice in Public Health (3 cr.)

Year 1: Summer Courses

Summer 1: 680. Management and Leadership in Public Health (3 cr.)
Summer 1: 670. Global Health Systems (3 cr.)

Year 2: Fall Courses

Fall 1: 630. Public Health Equity and Ethics (3 cr.)
Fall 1 and 2: 700. Integrated Learning Experience (ILE) (3 cr.)
Fall 2: 695. Applied Practice Experience (APE) (3 cr.)
Fall 2: 690. Community Health Analysis, Promotion and Evaluation (3 cr.)

Option 3 – Spring Start

Year 1: Spring Courses

Spring 1: 510. Public Health Concepts and Principles
Spring 1: 620. Global Health Policy
Spring 1: 516. Applied Practicum Experience Planning
Spring 2: 530. Qualitative Research
Spring 2: 520. Epidemiology (3 cr.)

Year 1: Summer Courses

Summer 1: 670. Global Health Systems
Summer 1: 680. Management and Leadership in Public Health Systems

Year 1: Fall Courses

Fall 1: Fall 1: 630. Public Health Equity and Ethics
Fall 1: 515. Health Promotion and Communication
Fall 2: 540. Behavioral, Social, Environmental Health
Fall 2: 690. Community Health Analysis, Promotion and Evaluation (3 cr.)

Year 2: Spring Courses

Spring 1: 525. Biostatistics
Spring 1 and 2: 700. Integrated Learning Experience (ILE) (3 cr.)
Spring 2: 695. Applied Practice Experience (APE)
Spring 2: 610. Evidence Based Practice

Option 4 – Summer Start

Year 1: Summer Courses

Summer 1: 516. Applied Practicum Experience Planning
Summer 1: 510. Global PH Concepts/Practice
Summer 1: 670. Global Health Systems

Year 1: Fall Courses

Fall 1: 515. Health Promotion & Communication
Fall 1: 630. PH Equity and Ethics
Fall 2: 540. Behavioral-Social-Environmental Health
Fall 2: 520. Epidemiology

Year 1: Spring Courses

Spring 1: 525. Biostatistics-Quant Research
Spring 1: 620. Global Health Policy
Spring 2: 530. Qualitative research
Spring 2: 610. EBP in PH

Year 2: Summer Courses

Summer 1: 680. Management and Leadership in PH systems
Summer 1: 670. Global Health Systems

Year 2: Fall Courses

Fall 1 and/or 2: 695. Applied Practice Experience
Fall 1 and 2: 700. Integrated Learning Experience
Fall 2: 690. Community Health Analysis, Promotion, and Evaluation

Part-time Program: By enrolling part-time, you can complete your MPH degree in three years beginning Fall, Spring or Summer term.

Option 1 - Fall Start

Year 1: Fall Courses

Fall 1: 510. Global Public Health Concepts and Practice (3 cr.)
Fall 1: 516. Applied Practicum Experience (APE) and Integrated Learning Experience (ILE) Planning (1 cr.)
Fall 2: 520. Epidemiology (3 cr.)

Year 1: Spring Courses

Spring 1: 525. Biostatistics, Quantitative Research (3 cr.)
Spring 2: 530. Qualitative Research (3 cr.)

Year 1: Summer Course

Summer 1: 670. Global Health Systems (3 cr.)

Year 2: Fall Courses

Fall 1: 515. Health Promotion and Communication (3 cr.)
Fall 2: 540. Behavioral, Social, Environmental Health (3 cr.)

Year 2: Spring Courses

Spring 1: 620. Global Health Policy (3 cr.)
Spring 2: 610. Evidenced-Based Practice in Public Health (3 cr.)

Year 2: Summer Course

Summer 1: 680. Management and Leadership in Public Health Systems (3 cr.)

Year 3: Fall Courses

Fall 1: 630. Public Health Equity and Ethics (3 cr.) 680.
Fall 2: 690. Community Health Analysis, Promotion, and Evaluation (3 cr.)

Year 3: Spring Courses

Spring 1: 695. Applied Practicum Experience (3 cr.)
Spring 1 and 2: 700. Integrated Learning Experience (3 cr.)

Option 2 - Spring Start

Year 1: Spring Courses

Spring 1: 510. PH Concepts and Practice
Spring 1: 516. Applied Practicum Experience Planning

Spring 2: 520. Epidemiology

Year 1: Summer Course

Summer 1: 670. Global Health Systems

Year 1: Fall Courses

Fall 1: 515. Health Education/Communication

Fall 2: 540. Behavioral, Social and Environmental Health

Year 2: Spring Courses

Spring 1: 525. Biostatistics/Research

Spring 2: 530. Qualitative Research (3 cr.)

Year 2: Summer Course

Summer 1: 680. Management and Leadership in PH systems

Year 2: Fall Courses

Fall 1: 630. PH Equity and Ethics

Fall 2: 690. Community Health Analysis, Promotion, and Evaluation

Year 3: Spring Courses

Spring 1: 620. Health Policy

Spring 2: 610. Evidenced-Based Practice in Public Health

Year 3: Summer Course

Summer 1: 695. Applied Practicum Experience

Year 3: Fall Courses

Fall 1 & 2: 700. Integrated Learning Experience

Option 3 – Summer Start

Year 1: Summer Course

Summer 1: 510. PH Concepts and Practice

Year 1: Fall Courses

Fall 1: 515. Health Promotion & Communication

Fall 1: 516. Applied Practicum Experience (APE) and Integrated Learning Experience (ILE) Planning (1 cr.)

Fall 2: 520. Epidemiology

Year 1: Spring Courses

Spring 1: 525. Biostatistics-Quant Research

Spring 2: 530. Qualitative Research

Year 2: Summer Course

Summer 1: 670. Global Health Systems

Year 2: Fall Courses

Fall 1: 630. Public Health Equity and Ethics

Fall 1: 516. Applied Practicum Experience (APE) and Integrated Learning Experience (ILE) Planning (1 cr.)

Fall 2: 540. Behavior-Social-Env Health

Year 2: Spring Courses

Spring 1: 620. Health Policy

Spring 2: 610. Evidenced-Based Practice in Public Health

Year 3: Summer Course

Summer 1: 680. Management and Leadership in Public Health Systems

Year 3: Fall Courses

Fall 1 and 2: 700. Integrated Learning Experience

Fall 2: 695. Applied Practice Experience

Fall 2: 690. Community Health Analysis and Promotion

Master of Science in Exercise Physiology

College of Health and Human Services

Rising healthcare costs related to physical inactivity have triggered increases in the number of healthcare professionals and research in exercise science. The Master of Science in Exercise Physiology (MSEP) program is suited to provide a program of study to enhance knowledge and understanding within exercise science to (1) prepare students to contribute to this escalating need to combat exercise-related disease and illness, (2) understand and participate in research related to exercise science, and (3) recognize the importance of evidence-based practice. The 12- to 15-month program is ideal for students looking to move on to professional school (DPT, PA, MD, etc.), prepare for clinical certifications such as certified exercise physiologist or cardiac rehabilitation, or whose interests are more focused on research with plans to work in a research lab or continue on to a PhD program. The 35-36 credit hour program includes the option to complete a comprehensive examination or thesis project as a final component of the curriculum.

Admission Requirements:

Students with a bachelor's degree from an accredited institution may apply to the MSEP program. In addition, the following is required to be considered for admissions:

- Prerequisite coursework:
 - Anatomy and Physiology (8 credits, SAU students with only BIOL 205 meet this requirement.)
 - Recommended: Physics (4 credits) and Exercise Physiology* (4 credits)
- Official transcripts from each undergraduate and graduate school attended
- GRE or MCAT scores (waived for SAU graduates)
- Overall GPA of 3.0
- Two completed recommendation forms (at least one must be from a college professor)
- Personal statement explaining reason(s) for wanting to pursue graduate education
- A minimum TOEFL score of 79 or 6.5 on the IELTS is required for any international students whose native language or undergraduate experience is not English. Results should be sent directly from ETS to St. Ambrose University. The institutional code is 6617.

*Students who have not completed Exercise Physiology prior to enrollment will be required to include it into their plan of study

during the MSEP program and prior to Advanced Exercise Physiology.

Transfer Credits:

Students who attended and graduated with a bachelor's degree in Exercise Science and/or Human Performance and Fitness from St. Ambrose University may be able to transfer up to 6 credits hours from their elective courses completed during their undergraduate program. The accepted courses are those which are cross-listed as 400/500 level courses in Kinesiology and listed under the Kinesiology Electives below (see Curriculum). Graduate courses completed at another accredited college or university will be considered on a course by course basis.

Degree Requirements:

Students accepted into the MSEP program must complete all curricular requirements with a C or better and must choose to complete either a comprehensive examination or a thesis. Students who receive below a C in any course must meet with the program director and faculty member in whose course the grade was received to determine continuing course of action before beginning the subsequent semester.

Thesis or Comprehensive Examination Option:

Students will have the option to complete a thesis or to participate in a comprehensive examination as part of their graduation requirements. Only students who have received approval from a faculty member and the program director will be able to complete a thesis project. Applications for thesis will be due in the fall. Students who will be completing a thesis will be expected to enroll in credit during the Summer 2 session. Thesis students must complete at least 5 credit hours of research and thesis coursework to complete the thesis (KIN 620 and 660). All other students will be required to complete a written and oral comprehensive examination. The examination may be completed during the Spring semester if the student has brought in enough transfer credit to allow for one less course during the Spring semester. Otherwise, the student will also be expected to enroll in the comprehensive examination during the Summer 2 session.

Master of Science in Exercise Physiology Curriculum

Physiology Core (11 credits)

KIN 608 Exercise Biochemistry

KIN 615 Advanced Exercise Physiology

KIN 625 Advanced Physiology

Research Core (8 credits)

KIN 600 Research Methods

KIN 602 Statistics in Exercise Science

KIN 610 Seminar in Exercise Science

Kinesiology Electives (12 credits)

KIN 409 or 509 Exercise Pharmacology

KIN 410 or 510 Biomechanics

KIN 412 or 512 Sports Nutrition

KIN 460 or 560 Special Topics in Exercise Physiology ‡

Thesis or Comprehensive Exam (4-5 credits)

KIN 650 Comprehensive Examination

OR

KIN 620 Independent Research

KIN 660 Masters Thesis

Total credit hours of the program = 35 required

‡ may be taken more than once if different topics

**Master of Science in Speech-Language Pathology
College of Health and Human Services**

The Master of Speech-Language Pathology (MSLP) program is a full-time, two year graduate program (60 credit hours) that accepts students in the fall of each academic year. The first year of the program students are concurrently involved in academic course work, clinical experiences and research. During the second year of the program, students are enrolled in two, 10-12 week clinical internships (an adult internship and a child internship). The clinical internships can be completed at sites throughout the United States. Students also take one online course while enrolled in their first internship and a second online course while enrolled in their second internship. The first online course assists students in preparing for the national speech-language pathology exam.

Applicants for the MSLP program who have not completed an undergraduate degree in Communication Sciences and Disorders are required to take 6 undergraduate level prerequisite courses (see admission requirements). The undergraduate prerequisite courses are offered fall and spring semesters with each of the four courses being offered every other year. Two of the six courses are offered during a 3-week period immediately following the end of spring semester. These two courses also alternate every other year. Students can expect to complete these courses over a two-year period. Students who are interested in applying for the MSLP program should start the prerequisite courses no later than spring of their sophomore year. All courses require permission of the MSLP program director for enrollment.

Upon completion of the MSLP Program individuals complete a Speech-Language Pathology Clinical Fellowship (SLPCF) experience under the mentorship of an individual holding the American Speech-Language-Hearing Association (ASHA) certificate of clinical competence (CCC). This experience must consist of the equivalent of 36 weeks of full-time clinical practice, with full-time defined as 35 hours per week. Applicants for certification in speech-language pathology must also successfully complete the Praxis examination in speech-language pathology that is administered by the Educational Testing Service (ETS). Applicants often take this exam during their last year of the program. For more information on the Praxis exam, please visit the following website: www.asha.org/certification/praxis. A professional state license is also required. Additional courses might be required by individual states in order to work as a speech-language pathologist in the schools.

For more information on state licensure requirements, please visit the following website: www.asha.org/advocacy/state. The terminal degree for speech-language pathologists in the United States is a Master's Degree in Speech-Language Pathology from a graduate program that has received candidacy accreditation status or accreditation status. The SAU Master of Science (M.S.) residential education program in speech-language pathology at St. Ambrose University is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard #310, Rockville, MD, 20850, 800-498-2071 or 301-296-5700.

Questions and/or requests for information about accreditation or the CAA can be directed to:

The Council on Academic Accreditation in
Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850
800-498-2071
accreditation@asha.org

Mission Statement

The mission of the program is to develop exceptional speech-language pathologists who are dedicated to positively impacting their communities through service, advocacy and scholarship.

Program Goals

1. To provide opportunities that engender students with the basic concept of the inherent dignity of every person.
2. To foster a moral code of mutual respect, honesty, and integrity in students through academic experience, clinical practice, professional interactions, and scholarly endeavors.
3. To provide a program where faculty and clinical supervisors have the requisite knowledge and skills to provide quality instruction to graduate students.
4. To provide a graduate curriculum that is specifically designed to prepare students for entry into independent professional practice as a speech-language pathologist.
5. To provide opportunities for students to develop a greater understanding and awareness of human cultures, capabilities, and limitations.

Student Learner Outcomes

1. Students will demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. Students will demonstrate ability to integrate information pertaining to normal and abnormal human development across the life span.
2. Students will demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences, and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates across the "big nine." The "big nine" includes: articulation, fluency, voice and resonance

(including respiration), receptive and expressive language, hearing (including the impact on speech and language), swallowing (oral, pharyngeal and related functions including oral function for feeding, orofacial myology), cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning), social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities), and augmentative communication modalities.

3. Students will demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders across the "big nine" (see student learning outcome number 2 for details).
4. Students will demonstrate knowledge of the principles and rules of the current ASHA code of ethics.
5. Students will demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.
6. Students will demonstrate knowledge of contemporary professional issues.
7. Students will demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.
8. Students will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.
9. Students will demonstrate evaluation skills across the "big nine" (see student learning outcome number 2 for details).
10. Students will demonstrate intervention skills across the "big nine" (see student learning outcome number 2 for details).
11. Students will demonstrate appropriate professional interaction.
12. Students will summarize the roles and responsibilities of other professionals who work for education and health care related fields.

Admission Requirements

1. An overall GPA of 2.85 or higher at time of application, as verified by CSDCAS, and at the time of enrollment in the program.
2. A GPA of 3.0 or higher in courses directly related to the study of communication sciences and disorders at time of application and at the time of enrollment.
3. A minimum of one course with a grade of 'C' or better in each of the following areas: biology, statistics, social sciences, and chemistry or physics. A grade of C- is not considered as meeting these admission requirements. A passing grade in a pass/fail graded course will not be considered as meeting this requirement.
4. Completion of the following prerequisite courses prior to enrollment in the SAU MSLP Program:
 - Phonetics
 - Articulation and Phonological Disorders

- Neurology, Anatomy, and Physiology of the Speech and Hearing Mechanisms
- Speech and Hearing Science
- Language Development
- Audiology and Aural Rehabilitation

** Note: Courses listed above do not need to be completed when you apply, but applicants must have a plan in place for completing them before fall enrollment in the MSLP program. If you have classes you are planning to take but have not currently taken, the CSDCAS application provides a section to indicate as such.*

5. Verification of the following:
 - Background Check;
 - CPR certification that is current through planned graduation date;
 - Completion of SAU Health Form completed by your healthcare provider (all students sections and requirements for health sciences student sections);
 - Documentation of 25 observation hours with speech-language pathologists who had national certification at the time the observation hours were completed;
 - Official transcripts;
 - Specified immunizations

Application Procedure

Applications are received through the Council of Academic Programs in Communication Sciences and Disorders Centralized Application Service for Clinical Education in Audiology and Speech Language Pathology (CSDCAS). The deadline for applications to St. Ambrose University's MSLP program is February 1 for the next academic year. The Centralized Application Service provides a convenient and efficient process to apply to multiple schools using a single web-based application. The system provides a real-time status tool so applicants may check the status of their application, transcripts, and letters of reference online at any time. You can log onto a secure site (<https://csdcas.liaisoncas.com/applicant-ux/#/login>) to fill out a common application which will be sent to each school that you apply to. Be aware that once an application has been submitted through CSDCAS, CSDCAS requires 4-6 weeks to verify transcripts. Be aware also that St. Ambrose University's MSLP applications committee reviews only those applications which have been submitted, completed, and **verified** by CSDCAS by our Feb. 1 application deadline. Therefore, we encourage applicants to complete and submit their application prior to Jan. 1.

Please note additional requirements or application procedures may be added. Persons should check with the MSLP program for the most current information.

Admissions Appeal Procedure

Applicants to the SAU MSLP Program who have been denied acceptance into the program may appeal the decision to the SAU MSLP Appeals Committee. Applicants have two weeks from the decision date to inform the Program Director of

his/her plan to appeal the admission decision. The Program Director and applicant will arrange a time to meet face-to-face or via the phone to discuss the decision within one week of the Program Director being informed of the person's plan to appeal. The applicant will then have one week following that conversation to submit a letter and, if necessary, supporting documentation to support reasons why the denial should be overturned. The MSLP Admissions Appeal Committee will review the original application and additional materials, and will then have two weeks to inform the applicant of the appeal committee's decision.

Transfer Credits and Clinic Hours

Students accepted into the SAU MSLP program for graduate study as a transfer from an accredited Speech-Language Pathology graduate program at another institution of higher education will have their transcripts reviewed to determine which speech-language pathology courses are transferable. No more than 3 credits of graduate level coursework in the area of speech-language pathology will be allowed to transfer. If the graduate transfer student obtained clock hours for clinical practicum, those clock hours will be accepted toward the requirements for certification as long as they were obtained while attending an accredited institution of higher education and under the requirements set forth by the Council on Academic Accreditation of the American Speech-Language-Hearing Association and the student passed the clinical practicum with a letter grade of 'B' or higher on a 4.0 scale.

Retention Policy

MSLP students are required to maintain a GPA of 3.0 (B) grade point average or above each semester they are enrolled in the program, as well as a cumulative GPA of 3.0. At any point in the process of completing the program when a student falls below a 3.0 grade point average, he/she is placed on academic probation and has one semester to bring their GPA in the program to 3.0. Failure to do so may result in dismissal from the program.

Degree Requirements

1. A minimum of 57 graduate semester credit hours completed in a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology.
2. A minimum of 57 graduate semester credit hours completed in a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology.
3. Completion and presentation of a graduate research project.
4. Completion of a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact. 325 of the 400 clock hours must be completed during graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

5. Completed application for graduation filed with the Office of the Registrar.
6. Completed Knowledge and Skills Acquisition (KASA) form.
7. Graduate GPA of 3.0 or higher on a 4.0 scale.
8. Completion of program of study.
9. If you borrowed federal student loans at any time during your graduate program, federal regulations require students to complete loan exit counseling before they receive their diploma. Exit counseling can be done online at <https://studentaid.gov/exit-counseling/>.

Master of Social Work College of Health and Human Services

The Master of Social Work (MSW) program began instruction in August 1997. The MSW Program is situated in the School of Social Work. It is the mission of the School of Social Work to prepare competent and ethical social work professionals who enrich lives and advocate a just society. The SAU Master of Social Work program prepares empowerment social workers to use a life-long praxis process in order to ensure collaborative, client-centered, multi-level, contextualized practice. Empowerment social workers promote professional social work and advocate for social, economic and environmental justice. Consistent with the purposes of social work and Catholic Social Teaching, the School seeks to advance the well-being of people, to promote social and economic justice and to protect human rights. Emphasizing client system empowerment, the School prepares graduates to practice competently, ethically and with critical understanding of diversity, human behavior and social contexts. Students acquire a comprehensive knowledge base, practice skills, and ethical standards for professional social work practice. These competencies enable graduates to provide resources and opportunities for people to live with dignity and freedom in their transactions with each other and social institutions, locally, nationally and globally.

To accommodate all students, the program offers full-time, part-time and advanced standing programs (both online and in-person), as well as dual degrees MSW/MBA and MSW/MPH.

Accreditation

The MSW program is nationally accredited by the Council on Social Work Education.

Admission Procedures

The admissions process includes application to the University and application to the MSW program. To apply to the program, students should submit the following directly to the School of Social Work:

1. Complete the Application for Admission to Graduate Studies online at <https://sau.edu/apply>. Submit Supplemental Application Information for the MSW Program using the link provided and submit official transcripts to the School of Social Work, 518 W. Locust St., Davenport, IA 52803 or by email to mw@sau.edu.

2. Submit your personal statement of educational and career goals as indicated on the social work application and submit to School of Social Work within the supplemental application.
3. Submit three (3) references directly to School of Social Work. Use the reference link 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 on the School of Social Work's website at <https://sau.edu/MSW>. Your application cannot be acted upon until all application materials are received. Application for admission is a rolling admission. Admission will close when all student positions are filled. It is to your advantage to complete the application process early.

Application deadlines are as follows: Full-time (fall)—May 15; Part-time (fall)—August 1; Advanced Standing (summer)—April 1; Advanced Standing (spring)—December 1. To be eligible for departmental scholarships, fellowships and graduate assistantships, students must be accepted into the program prior to April 1.

In addition to meeting the eligibility criteria of St. Ambrose Graduate Studies, the MSW program requires:

A Bachelor's degree from a regionally accredited college or university with evidence of a liberal arts foundation to include the following minimum credit hours:

- social and behavioral sciences (18 hours)
- humanities (9 hours)

The Admissions Committee will review the applicant's transcript to determine whether or not the liberal arts requirement is satisfied.

The following list of liberal arts distribution areas will be used to determine where a course belongs:

- **The social and behavioral sciences include:** Anthropology, biomedical history, communications, economics, environmental studies, geography, history, international studies, political science, psychology, social work, sociology, urban planning, women's studies, all ethnic studies courses.
- **Humanities include:** Architecture, art, art history, classics, comparative literature, dance, drama, English, landscape architecture, linguistics, music, philosophy, religious studies, speech communication, all foreign languages and literature.

Additional requirements include:

- Demonstrated potential for graduate studies by maintaining a 3.0 or better undergraduate grade point average.
- Preferably previous experience in the field of human services as an employee, student, or volunteer.
- Evidence of interest, ability, and potential for professional social work practice on an advanced level as demonstrated by three letters of recommendation

and a written personal statement.

After each application is evaluated by the Admissions Committee, a recommendation is made for admission. The committee does not make its recommendation on one factor alone; each factor is considered in light of the total application. Written notification of admission is sent to the applicant.

Admissions Appeal Procedure

Applicants for admission to the Master of Social Work program have a right to appeal and adverse recommendation related to admission to the MSW program to the Director of the School of Social Work.

MSW Program Grading Policy

Each course instructor is responsible for establishing and notifying students of the guidelines required to complete course work. The School of Social Work has set the following criteria of letter grading for admissions and eligibility for the Social Work Honor Society: A, A-, B+, B, B-, C+, C, and F.

Other grading assignments (P/NP, I, W, and IP) and policies (auditing, quality-points, "Resident Credit," withdrawal from the University, policy on academic dishonesty, statement on satisfactory progress, retaking a course (second grade option), are outlined in this catalog and the student handbook.

Student Retention Policy

The School of Social Work requires students to maintain a cumulative GPA of 3.0 (on a 4.0 scale) in their professional curriculum. Students not maintaining this level will have an academic review by the full-time faculty members. Policies and procedures for this review are located in the School of Social Work Graduate Handbook. Failure to maintain a cumulative GPA of 3.0 following a probationary semester will result in the student being dismissed from the program. Readmission to the program will be based upon reapplication through the regular admissions process.

Programs

The School of Social Work at St. Ambrose University has developed three options for persons seeking Master of Social Work degrees: Standard Full-time, Advanced Standing, and Part-time programs. In addition, a MSW/MBA and MSW/MPH dual degree are options within these paradigms. All three delivery structures have the same standards and require both coursework and practicum experience, working under supervision in a social work agency or setting. The MSW program recognizes that a student may be unable to carry out the program as scheduled. Students who make changes in the course sequence should anticipate adding one or more semesters to their original schedules. Any changes should be carefully planned with the student's academic advisor and permission sought from the Director.

Both full-time and part-time students follow the same sequence of courses. Students are expected to be able to arrange time during regular business hours for 16 hours per week to carry out practicum requirement in a social service agency or setting.

Standard Full-Time Program

This program calls for two academic years of study (18 months, exclusive of summers) and completion of 60 credit hours. Students ordinarily spend two consecutive days per week on campus taking classroom courses and 12-16 hours per week in social work agencies or settings gaining social work experience under supervision. These combined experiences help the student synthesize and integrate social work theory and practice.

Practicum education accounts for 14 academic credit hours, and classroom experience accounts for 46 academic credit hours of the MSW degree. Usually, practicum placements can be developed for students in agencies in the region in which they live or work. Practicum placements are 12-16 clock hours per week.

Part-Time Program

St. Ambrose University has a part-time program, making it possible for the highly motivated student to obtain the MSW degree on a part-time basis over three years, including summer sessions. Some students find that a four-year schedule is necessary due to personal responsibilities but the MSW program encourages students to complete in the three year time frame. Students must fulfill all degree requirements within four years from date of initial enrollment.

The basic part-time program is delivered online only, during which students take two online courses (6 credits) in the fall and spring semesters. Practicum placement requirements take place concurrently with the required social work theory and practice courses in the second and third fall and spring semesters (9 credits).

Advanced Standing Program

The MSW program at St. Ambrose University offers an accelerated curriculum option available to highly qualified graduates of baccalaureate social work programs accredited by the Council of Social Work Education. This program is offered both online and in-person. Consideration for Advanced Standing is given only to those social work graduates with superior academic standing and exceptional references. Applicants for Advanced Standing must meet all the admissions criteria required for standard admission. Additionally, Advanced Standing applicants must have graduated from an accredited baccalaureate program within the past seven years from the date of application, with a 3.0 (B) grade in all required social work courses.

Applicants should submit an official transcript of their undergraduate work for review by the Admissions Committee of the MSW program. The program may request a baccalaureate program bulletin, course syllabi, title and descriptions of courses, and reading lists. Decisions will be made on the basis of comparability of the undergraduate social work courses to relevant areas of foundation curriculum.

Students given Advanced Standing may receive recognition of up to 24 credits toward the MSW. Students accepted for Advanced Standing must complete specialization requirements as well as foundation year courses. Full-time students admitted to Advanced Standing credit ordinarily begin in a summer

session scheduled especially for them. During this special summer session students, will register for 6 credit hours in foundation courses in MSW720 Research II, and MSW690 Diversity and Social Policy. Other arrangements can be made for Advanced Standing part-time students, integrating their schedules with those of the part-time schedule.

MSW-MBA

This 3-year, dual degree would increase a MSW graduate's ability to function in the workplace with the knowledge necessary to lead an agency to deliver quality services. In the increasingly complex job market, to have this skill set gives graduates a competitive edge when entering the workforce. This MSW-MBA articulates an intentional path for social workers with administrative aspirations. Essentially, the curriculum entails one year of MSW coursework, one year of MBA coursework, and then the final year of MSW coursework. Students meet the degree requirements for both degrees, with a few course substitutions..

Admissions. Students will need to apply to the programs separately and meet the criteria for admission for both programs. The typical path would be to apply to the MSW program first, and the MBA program quickly thereafter.

MSW-MPH

The dual master's degree program incorporates competencies of public health and social work education and practice to provide an epidemiologic/populations-based approach to preventing, addressing, and solving social health problems. This dual degree trains students in population-based prevention and multi-level intervention. Additionally, students gain practical experience in interprofessional practice, cultural competency, social justice, empowerment, leadership and management, research and evaluation, and policy development. Dual degrees lower the total cost of both degrees (when taken separately) and articulates an intentional path for social workers wanting to explore the practice of public health. Together, these two degrees elevate social work's strengths in cultural and community responsiveness, empowerment, inter-professional teamwork, and care coordination through public health's strategic and epidemiological approach to caring for the underserved and most vulnerable.

Admissions. Students typically enter the dual degree via the MSW Program then apply to the MPH program in their first year of MSW studies. Staggering application meets admissions standards for both programs and multiple decision points for students. Please see the MPH or MSW director if you wish to begin with the MPH.

Post-MSW School Social Work Preparation

The St. Ambrose University School of Social Work offers coursework leading to the recognition and certification as a school social worker in Iowa and Illinois. Persons holding MSW degrees from CSWE accredited programs who wish to meet eligibility requirements as a school social worker must speak with the Director of Field Education regarding the process for determining required coursework and the availability of school social work internship site. Students in good standing with their former programs may apply to the SAU School of Social Work

for the Post-MSW school social work program to complete up to nine credit hours of coursework.

Transfer of Credits

Students from other accredited graduate schools of social work may receive recognition of up to 30 credit hours, provided the courses were completed not more than five years prior to the date of application. Students must complete the 30 hours of the specialization year at St. Ambrose.

No credits, other than those from an accredited graduate school of social work, will be transferred from other institutions without permission of the MSW Director. Graduate credits earned within five years at St. Ambrose may be applied as elective credits toward the MSW degree provided those credits were not applied to another degree. Not more than 9 elective credits can be earned and those must be reviewed by MSW faculty for appropriateness to social work education.

No academic credit for life experience and previous work experience will be given, in whole or in part, in lieu of field practicum or of courses in the professional foundation areas specified in CSWE curriculum policy statement.

Generalist Foundation Curriculum

In the foundation year of the program, students will prepare in the classroom and in their field settings for generalist practice. Generalist practice provides the basic helping strategies and competencies which underlie social work practice at its beginning level of competency. Additionally, as will be true throughout the program, the foundation year stresses practice with diverse groups in diverse communities. Diversity in clients includes but is not limited to groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, political orientation, religion, physical or mental ability, age, national origin, and level of social and emotional functioning.

Generalist Foundation Courses

MSW 510: Generalist Practice I
MSW 520: Generalist Practice II
MSW 591: Field Instruction I
MSW 592: Field Instruction II
MSW 610: Human Behavior Theories
MSW 620: Diversity and Social Systems
MSW 710: Social Work Research Design
MSW 720: Social Work Program Evaluation
MSW 810: Social Welfare Policy
MSW 820: Social Policy Analysis

Empowerment Specialization Curriculum

The specialization year stresses a number of change strategies which include, but are not limited to: case management, mediation, solution-focused approaches, use of community resources, psychotherapy and play therapy, systems approaches, organizational and community change strategies, and advocacy and networking. This range of change strategies taught in the required and elective classes in the specialization year, as well as the specialized field placements, will provide a series of practice competencies which have applicability to a wide range of social service settings in both urban and rural

communities.

Empowerment Specialization Core Courses

MSW 530: Empowerment Practice I
MSW 540: Empowerment Practice II
MSW 593: Field Instruction III
MSW 594: Field Instruction IV
MSW 603: Field Seminar III: Social Work Ethics
MSW 604: Field Seminar IV: Ethical Decision-Making

Empowerment Specialization Electives

The student chooses twelve (12) credit hours of empowerment specialization electives from the options offered in the MSW program during the year. The choice of electives should be consistent with the ultimate goal the student may have for his/her professional career. With advisor and director consent, other electives from an accredited MSW program within the past five years may be used.

Empowerment Specialization Elective Courses

MSW 550: Empowerment Social Work in Mental Health
MSW 560: Empowerment Social Work in Child Welfare
MSW 570: Couple and Family Therapy
MSW 580: Empowerment Social Work in Aging
MSW 590: Social Work with Veterans and Military Families
MSW 595: Field Externship
MSW 596: Disability and Social Justice
MSW 830: Supervision
MSW 840: Exceptional Child for Social Workers: Cross
Categorical Special Education Methods
MSW 850: Empowerment Social Work in School Settings
MSW 860: Economic and Social Justice
MSW 870: Management in Human Services
MSW 910: Mental Health Policies and Practices in India and in
the United States
MSW 920: Empowerment Social Work with Substance Using
Disorders
MSW 930: International Social Work and Social Welfare
MSW 940: Feminist Social Work
MSW 950: Empowerment Social Work in Healthcare
MSW 970: Spirituality and Social Work
MSW 980: Trauma Informed Care in Social Work
MSW 990: Special Topics

Field Education

Field practice is a central component in each student's professional education. Field work placements provide the student with a range of practice experiences to promote the integration of theoretical learning from class work, and to develop knowledge, values, and skills for social work practice. Students benefit from an extensive network of social service agencies and organizations in Iowa and Illinois for their field work education. These include social action agencies, public schools, community mental health settings, medical clinics and hospitals, child welfare settings, family service agencies, veterans administration, criminal justice settings, substance abuse settings, aging services, agencies serving persons with disabilities, planning and coordinating councils, and other community-based settings.

Students are placed in a field work setting only during the years in which they are taking complementary research and practice courses. Students in the two-year program are assigned for 12-16 hours per week in different placements each academic year. Students in the Advanced Standing Program are assigned to field work during their one year in full-time residence. Part-time students complete field work requirements in 12-16 hours per week during the fall and spring terms of their second and third years of study.

Graduate Courses

Accounting

ACCT 501. Intermediate Accounting I • 3 credits

Topics include fixed and intangible assets, investments, revenue recognition, accounting changes and corrections, and statement of cash flows. Prerequisites: ACCT 201, 202; minimum grade of C in both courses.

ACCT 502. Intermediate Accounting II • 3 credits

Continuation of ACCT 501. Includes specialized accounting topics including investments, leases, earnings per share, accounting for income taxes and pensions, revenue recognition, full disclosure, accounting changes and errors, and the Statement of Cash Flows. Prerequisite: ACCT 501; minimum grade of C.

ACCT 505. Income Tax Procedures I • 3 credits

Study federal tax structure, tax policy, tax ethical standards. The course will include the basics of tax research, compliance and administration. Prerequisites: ACCT 201, 202; minimum grade of C in both courses.

ACCT 507. Cost Accounting • 3 credits

Apply cost accounting techniques important in managerial decision making and product costing. Topics include job order costing, activity-based costing, cost-volume-profit analysis, standard costing and variance analysis, differential cost analysis, capital investment decision models, just-in-time inventory, and quality issues in manufacturing. Prerequisites: ACCT 201, 202; minimum grade of C in both courses.

ACCT 512. Accounting Information Systems • 3 credits

Study transaction processing systems to explain how much systems are designed, used, controlled, and protected. Topics include transaction processing and enterprise resource planning (ERP), system documentation techniques, relational databases, internal control, controls for information security, processing integrity and availability. Gain hands-on experience with spreadsheets, databases, flowchart and diagram software, and general ledger and data visualization. Prerequisites: ACCT 201, 202; minimum grade of C in both courses.

ACCT 515. Auditing • 3 credits

A detailed analysis of auditing principles and techniques. Topics include professional ethics, internal control, auditors' reports and audit procedures. Prerequisites: ACCT 501, 502

ACCT 601. Advanced Financial Accounting Theory and Emerging Issues • 3 credits

Study of financial accounting theories such as efficient market hypotheses and equity theories and their treatment. Includes the study of FASB, the Emerging Issues Task Force, SEC, AICPA PCAOB and the standard setting process. Prerequisites: ACCT 300, 301, 302, or equivalent.

ACCT 602. Accounting Issues Seminar • 3 credits

This course focuses on theoretical and practical issues and controversies in accounting. This course will provide the means for students to bring together previous course material learned in a meaningful manner and to relate this material to real world issues. Prerequisites: ACCT 300, 301, 302, or equivalent.

ACCT 603. Advanced Managerial Accounting Theory • 3 credits

Contemporary managerial accounting models and applications including activity based costing, kaizen costing, target costing, quality costs, JIT, decentralization, and investment decisions. Also discussed are skills required for a career as a controller, including accounting and budgeting for management control and performance and evaluation issues. Prerequisite: ACCT 307 or equivalent.

ACCT 604. VITA Seminar • 3 credits

This course provides a practical application of the federal income tax principles studied in ACCT 305: Income Tax Procedures I while providing a needed service to the Quad City community. Students participate in the Volunteer Income Tax Assistance (VITA) program at off-campus VITA sites to prepare tax returns for low- to moderate-income tax payers. Students will also study advanced individual income tax topics in the classroom. Prerequisite: ACCT 305 or equivalent.

ACCT 606. Advanced Tax Topics • 3 credits

A study of advanced income tax regulations as they relate to the corporation, partnership, pass through entities as well as trusts and estates. The course will integrate the various components of tax planning and policy in business decisions. The course covers the ever changing tax regulations. Emphasis will include resolving tax issues, understanding the administrative rules and regulations and integrating them into business and personal tax planning. Prerequisites: ACCT 300, 301, 302, 305.

ACCT 610. Advanced Financial Accounting Topics • 3 credits

An in-depth analysis of advanced, specialized accounting issues. Topics include consolidations, Securities and Exchange Commission (SEC) reporting requirements and governmental/Non-Profit accounting. Prerequisites: ACCT 301, 302.

ACCT 614. Financial Statement Analysis and Valuation • 3 credits

Learn advanced tools to analyze and use information in corporate financial statements. Increase the ability to analyze and detect earnings management. Emphasize the role of accounting information in earnings-based and free cash flows-based valuation. Through this course, the student should increase knowledge of financial analysis; use proper standards and analysis and prepare prospective financial statements; increase communication skills; learn the importance of being objective, to use judgment and assess risk, and to consider stakeholders when preparing prospective financial statements; and increase knowledge of spreadsheet programs. Prerequisites: ACCT 301, 302 or equivalent.

ACCT 616. Advanced Auditing • 3 credits

A critical study of the public accounting profession, structure, and problems. Topics covered include legal liability, regulation, fraud, ethics, reporting requirements, and current developments. A variety of cases are used to help students understand responsibilities and problems. Prerequisite: ACCT 415.

ACCT 617. Law for Accountants • 3 credits

The primary objective of this course is to help you prepare for the law section of the CPA exam. In order to succeed, accountants must know how to operate in the legal environment of business. Accordingly, this course will provide a high level understanding of legal issues that you may face during your career. Our goal is not to impart technical legal skills but to enhance the judgment which you will bring to your responsibilities as a professional. Prerequisites: ACCT 301, 302.

ACCT 620. Seminar in Graduate Accounting Topics • 1–3 credits

Advanced study of specific accounting topics, issues or themes. Topics specified when the course is offered. Students may repeat course if it is on a separate topic not previously studied for credit. Examples of topics include: financial derivatives, taxation of closely held businesses, environmental law, Sarbanes-Oxley and accounting ethics. Prerequisites: ACCT 300, 301, 302, or equivalent.

ACCT 660. Accounting Internship • 1–3 credits

Work under the supervision of an accounting professional. A research project related to this work experience is required. Pass/No Pass course. Prerequisite: Instructor consent.

Business Administration**MBA 600. Data Analysis and Decision Making • 3 credits**

Provides skills necessary to conduct serious quantitative research for their companies. Learn standard statistical measures along with the ethical and unethical implications of these measures. Topics include, but are not limited to, standard descriptive statistics, discrete and continuous probability distributions, confidence interval estimates, hypothesis testing, Analysis of variance, regression analysis, and non-parametric statistics. Topics presented in the form of case studies, giving the student practical hands-on experience in the understanding and use of the topics.

MBA 606. Accounting for Managers • 3 credits

Contemporary managerial accounting theory and applications necessary for a manager to be successful in business or government. Includes topics such as overhead analysis, activity-based costing, contribution analysis, and developing trends.

MBA 615. Ethical and Social Responsibility of Business • 3 credits

Basic concepts of ethics as typically referred to in western civilization and a testing of the basic hypotheses of the concepts.

Through formal lecturing, case studies, dialogue, and sometimes guest lecturers, working premises, assumptions and principles regarding business ethics are analyzed.

MBA 621. Human Behavior in Organizations • 3 credits

Study of the organization (for profit and non-profit) as a complex system: line and staff functions, administration/leadership styles, motivation and group dynamics—and impact of each on the achievement of organization goals. Special emphasis on organizational communication.

MBA 626. Managerial Economics • 3 credits

Application of economic principles to management decision-making: decision theory, demand theory/sales forecasting, linear programming, production and costs, pricing and capital budgeting.

MBA 670. Operations Management • 3 credits

Quantitative techniques and the systems approach applied to understanding and improving the operations of both manufacturing and service organizations. Techniques from quality, learning, forecasting, process design, scheduling, waiting lines, inventory and MRP are utilized. Underlying principles such as tradeoff analysis, Pareto, process control, and optimization of resource usage are emphasized throughout. Understand how organizations achieve results and identify opportunities to improve their operation. Prerequisite: MBA 600.

MBA 675. Financial Management • 3 credits

Analysis of business financial management: sources and uses of funds, raising funds from internal versus external sources, long-term versus short-term funding decisions, the cost of capital, alternate uses of capital, using leverage, security in borrowing/lending, dividends versus retained earnings, and use of the financial market. Prerequisite: MBA 606

MBA 680. Marketing Management • 3 credits

Marketing is the managerial process by which firms create value for their customers through the exchange of products and services. How can the marketing manager achieve desired outcomes with the target market? Broad topics include analyzing marketing opportunities, and researching and organizing, implementing, and controlling the marketing effort. Students will prepare and present a marketing plan.

MBA 690. Leadership Through People Skills (LTPS) • 3 credits

Intensive five-day seminar (8 a.m.–6 p.m.) focused on better managerial results through the study of behaviors, leadership styles, communication, and motivation. Course completion graded on pass/fail basis. Prerequisites: 2-3 hours of pre-work assignments prior to the seminar. Course may be taken any time during the program. LTPS is offered at the sites on a rotating basis.

MBA 691. Dialogical Skills • 3 credits

To provide interpersonal communication skill building for typical management and leadership scenarios in order to facilitate gaining agreement on mutually beneficial solutions.

MBA 715. Special Topics • 3 credits

Specially selected courses to meet student needs.

MBA 730. International Management • 3 credits

Understand the new international environment in which American business must operate. Examine in turn patterns of international interdependence; international trade; foreign exchange; international monetary system; balance of payments and international debt; foreign investment and multinational corporations; and the effect of culture upon conducting business abroad.

MBA 731. Managing Across Cultures • 3 credits

Understand the vocabulary and properties of culture within the rubric of comparative management theory. In addition to understanding how culture shapes society, investigate the tension between traditional values and modernization, the role of moral norms, and the relationship between culture and economy. Look at the human resource implications of developing a “global mindset” and the effectiveness of cross-cultural training.

MBA 732. International Political Economy • 3 credits

Economic issues significantly influence political decisions and vice versa, thus it is no longer possible to arbitrarily separate one area of study from the other. Address the major aspects of the interaction between states, societies, firms, and markets at the international level. Various sub-systems which combine to form the global political economy will be introduced: production consumption, trade, investment, development, communications and knowledge. Contrast American forms of industrialization, social welfare, and economic activity with Europe and Asia.

MBA 733. International Strategy • 3 credits

Addresses the rationale underlying the internationalization and provides a comprehensive and methodical treatment of the issues facing companies that are considering internationalization of their businesses. Address the important considerations in making international market entry decisions including where and how to enter. Address the types of strategies and organizational structures needed to manage international business organizations. Understand and appreciate the complexities and challenges of multinational business management.

MBA 741. Fundraising and Resource Development • 3 credits

Focuses on not-for-profit marketing, fund development, and innovative fundraising strategies, including social entrepreneurship. Covers fundraising from major donors, foundations, capital campaigns, government contracts, memberships, and grassroots fundraising such as special events.

MBA 760. Strategic Staffing and Career Management • 3 credits

Focuses on people as a strategic resource whose availability and capabilities influence organization effectiveness. Strategies for attracting, assessing, and acquiring personnel. Career management from the individual and organization perspective, with implications for planning and executing staffing policies. Prerequisite: MBA 785.

MBA 761. Compensation and Benefits Management • 3 credits

Focuses on specific aspects of compensation and benefits systems. Major topics include legal issues, types of compensation plans, job evaluation methods, wage and salary structures, current compensation issues, types of benefits, and benefits administration. Prerequisite: MBA 785.

MBA 762. Training and Development • 3 credits

A research-based examination of training and development programs emphasizing societal, legal and organization factors affecting relationships among training, careers and organizational development management. Prerequisites: MBA 785 or permission of MBA Director.

MBA 764. Conflict and Negotiation • 3 credits

In today’s busy workplace, conflict is a fact of life. Differing interests, differing styles, and differing value systems make it inevitable. This course provides a research-based exploration of conflict in and around organizations. Students explore the structure, process and outcomes of interpersonal conflict. They also study and practice negotiation and learn about a variety of alternative dispute resolution systems.

MBA 772. Marketing Research • 3 credits

Covers the research process including problem identification to preparation of the market research report and includes project design, data collection and data analysis and interpretation. Cover the role and scope of marketing research in marketing management through case analysis and in-class projects. A market research report is required. Prerequisites: MBA 680 or permission of MBA Director.

MBA 773. Advanced Marketing Strategy • 3 credits

This course views marketing as both a general management responsibility and an orientation of an organization that helps one to create, capture and sustain customer value. Focus on the business unit and its network of channels, customer relationships and alliances. Develop knowledge and skills in applying advanced marketing frameworks, concepts, and methods for making strategic choices in marketing at the business level. Format varies by instructor. The course entails a considerable amount of independent work. Prerequisites: MBA 680 or permission of the MBA Director.

MBA 774. Consumer Behavior • 3 credits

Broaden and deepen the understanding of external and internal influences on consumer behavior. Includes investigation of individual and organizational processes and the psychological influences that affect consumer acquisition, use and disposal of products and services. Illuminate how marketers can utilize

consumer behavior principles to more effectively design marketing strategies, and conversely, how knowledge of these influences can help individual and organizational buyers make rational and useful buying decisions. Prerequisites: MBA 680 or permission of the MBA Director.

MBA 775. Marketing Case Analysis • 3 credits

A case-driven course specifically focusing on the analysis of marketing cases which will cover all aspects of marketing, including, but not limited to, marketing mix strategy, market research, forecasting, sales management, consumer behavior, ethics and planning. Each student will prepare cases, critique other presentations, and take part in a major group case analysis and presentation. Prerequisites: MBA 680 or permission of the MBA Director.

MBA 776. Social Media Management and Advertising • 3 credits

This course provides an in-depth familiarity and fluency with the fundamental and exemplary applications of social media in today's business world. It is aimed to provide managers the knowledge and expertise to incorporate social media appropriately into their business processes. The course emphasizes the strategic importance of social media to business leaders and gives them tools to adopt them into their organizations. This course is suitable for business & non-business professionals with aspirations to use social media effectively in their organizations. Prerequisites: MBA 680 or permission of the MBA Director

MBA 785. Human Resource Management • 3 credits

Focus on strategic use of human resources. Topics may include equal employment opportunity laws, job analysis, human resource planning, recruitment and selection, performance appraisal, training and development, compensation and benefits, and labor/management relations.

MBA 800. Strategic Management • 3 credits

An introduction of the core concepts of strategy related to both corporate and business strategy and the role of top management in the development and implementation of strategies. This course is about formulating and implementing business strategies, bringing together and building on concepts learned in prior courses. Demonstrate how strategic management draws on the concepts of functional areas and conversely how the functional areas support strategy implementation. Prerequisites: All previous MBA coursework. Take this course in one of the two last sessions. Exceptions may be approved by the MBA Director.

PRCT 795. Graduate Practicum • 1–3 credits

This course will provide an opportunity for students to intern at a business, not-for-profit, or governmental organization. In this supervised internship, the student is expected to learn from observing the application of the concepts, models and theories of business to the day-to-day operation of the organization at which the student is an intern or employed and where the student is assigned certain roles and responsibilities particular to the

professional field. The student is required to spend at least 40 clock hours (over a semester) in the field, attend internship seminar class, and write a reflective paper over the experience at the organization. This course is graded pass-fail. Up to 12 credits may be applied to a degree. Prerequisites: Any two graduate courses and the approval of internship by the graduate program coordinator or a higher academic officer.

Kinesiology

d2 KIN 505. Global Public Health Concepts and Practices • 3 credits

This foundational course will introduce MPH and other students to the characteristics and dynamics of the human population related to health and wellness. Students will be introduced to a variety of concepts and topics within the field of public health. Students will use lessons learned through instruction and applied work to develop a hypothetical public health program to be implemented to address a public health issue of their choosing.

KIN 509. Exercise Pharmacology • 3 credits

This course will provide students with the skills to understand basic pharmacology principles, with emphasis on drugs and supplements that are frequently used by the physically active population and those seeking to be physically fit. Students will also learn how commonly used drugs, supplements, and micro and macronutrients, can affect exercise performance in their patients and athletes. Practical guidelines are offered to enable the student to monitor and circumvent adverse reactions to drug therapies. Prerequisites: Admission into MS in Exercise Physiology Program or permission of the instructor.

KIN 510. Biomechanics • 3 credits

This course will qualitatively and quantitatively investigate the biomechanical aspects of human movement, performance, and injury including kinematics, kinetics, and tissue loading. Computational methods of kinematics and kinetics will be used for 2D motion and 3D motion research methods will be introduced. Previously published research articles will be examined to understand biomechanic methods and measurements. Recommended prerequisites: PHYS 203 or 251, with a minimum grade of C; Admission into MS in Exercise Physiology Program or permission of the instructor.

KIN 512. Sports Nutrition • 3 credits

This course is designed to help students learn about nutrition and its role on physical activity and athletic performance. Students will learn about the macro- and micronutrients, digestion, energy sources, hydration, weight management, eating disorders, and what to do with all this information in regards to athletic performance. By the completion of this course, students should be able to design a nutrition plan for an athlete, whether that person is a triathlete, a power lifter, a body builder, or a recreational athlete. Prerequisites: Admission into MS in Exercise Physiology Program or permission of the instructor.

KIN 560. Special Topics in Exercise Physiology • 3 credits

This course will investigate chosen aspects of human movement and physiology as it pertains to general health, performance, and injury/disease. Previously published research articles will be examined to understand how theories in the topic area have developed and to introduce students to research methods used within the topic area. Prerequisites: Admission into MS in Exercise Physiology Program or permission of the instructor.

KIN 600. Research Methods • 3 credits

This course is designed to provide students with a broad introduction to research in the field of Exercise Science and Human Performance. Students will participate in the research process and gain an understanding of the skills necessary to conduct original research. An emphasis on developing an original research project will be the primary goal of this class. Prerequisites: Admission into MS in Exercise Physiology Program or permission of the instructor.

KIN 602. Statistics for Exercise Science • 3 credits

This course will focus on basic methods of data analysis and interpretation of common data set found in exercise science. Emphasis will be put on the formulation of questions, hypothesis testing, choosing appropriate statistical techniques, drawing appropriate conclusions from analyses, and communicating program commonly used for statistical analyses. Prerequisites: Admission into MS in Exercise Physiology Program or permission of the instructor.

KIN 608. Exercise Biochemistry • 3 credits

This course will provide students with the skills to understand basic biochemistry and how it relates to metabolism and exercise. Students will learn how biochemistry is involved in neural and muscular processes of movement. Additionally, assessment of biochemical measurement in exercise will be discussed. Prerequisites: Admission into MS in Exercise Physiology Program or permission of the instructor.

KIN 610. Seminar in Exercise Science • 2 credits

This seminar is a series of lectures about how research and innovation contribute to the field of exercise science and health. Focus will be placed on evidence-based practice and both researchers and clinicians will present on given topics to understand how each role works together to incorporate scientific and technological advances to improve lifespan, quality of life, performance, and health. Prerequisites: Admission into MS in Exercise Physiology Program or permission of the instructor.

KIN 615. Advanced Exercise Physiology • 3 credits

This course is designed to provide the student with an in depth understanding of physiological changes and adaptation corresponding to exercise, the benefits of various types of training and the factors which affect physiological function during exercise, such as nutrition, age, disease, gender, and the environment. Prerequisites: Admission into MS in Exercise Physiology Program or permission of the instructor. Prerequisite: KIN 390. Prerequisite/Corequisite: KIN 625.

KIN 620. Independent Research • 1-4 credits

Students will participate in the data collection, data analysis, and dissemination of data. Depending upon the scope and depth of the project, students can elect to take 1-4 credit hours of research. This course can be taken multiple times as long as the topic is different. Prerequisites: Admission into MS in Exercise Physiology Program or permission of the instructor.

KIN 625/MPAS 510. Advanced Physiology • 5 credits

Covers at an advanced level the fundamental principles of physiology: cell physiology, neurophysiology, musculoskeletal system physiology, renal physiology, respiratory physiology, gastrointestinal physiology, endocrinology, and reproductive physiology. Prerequisites: Admission into MS in Exercise Physiology Program or permission of the instructor.

KIN 650. Comprehensive Exam • 4 credits

Students will prepare themselves in reviewing content discussed in previously taken courses and will organize research literature to be able to establish scientific theory and discussion within kinesiology. Students will be given a written and oral examination to establish ability to draw conclusions from research and ability to organize appropriate methods for future research. This includes ability to establish familiarity with common research techniques and statistics used. Prerequisites: KIN 600, 602.

KIN 660. Master's Thesis • 4 credits

Students will propose a research project and then participate in the data collection, data analysis, and completion of a manuscript and professional poster presentation of the pre-planned research project. Prerequisites: Admission into MS in Exercise Physiology Program or permission of the instructor.

Organizational Leadership

MOL 501. Leadership Theory • 3 credits

Survey contemporary theories of leadership. Analyze and critically compare and contrast leadership theories for the purpose of identifying their relative strengths and weaknesses as practical leadership models and approaches. Course emphasizes connecting leadership theories and practices to leadership situations related to student experiences. This course should be the first class taken.

MOL 515. Decision Making • 3 credits

Examine how leaders and organizations make decisions. Through readings and case studies, develop an understanding of organizational processes of decision making in addition to a leader's personal decision-making ability. Examine critical thinking skills as they pertain to decision making.

MOL 529. Conflict Management • 3 credits

Uncover the theoretical understanding of the conflict process, types of conflict, conflict management styles and behaviors, distinction between distributive and integrative conflict resolution attempts, and types of intervention. Demonstrate

understanding by constructing a personal case study of a significant work-related conflict. Each week explore a different aspect of the conflict situation that connects to the theoretical material under consideration.

MOL 540. Leadership Communication • 3 credits

Focus on communication issues confronted in organizations. Examine theories and models of communication and the skills necessary for a leader to effectively communicate within the organization. Explore internal communication issues, strategies for effective communication, and the use of and issues surrounding new communication technologies. Prerequisite: MOL 501.

MOL 557. Building Effective Teams • 3 credits

Explore the theory and practice of group and team development. Gain a basic understanding of team development within organizations and how and when to develop high-performance teams. Special emphasis is on developing the knowledge, skills, and abilities to facilitate groups and teams. Make a connection between team building, communication, and leadership.

MOL 621. Human Behavior in Organizations • 3 credits

Study the organization (for profit and non-profit) as a complex system: line and staff functions, administration/leadership styles, motivation and group dynamics, and the impact each makes on achieving organization goals.

MOL 625. Leading Organizational Change • 3 credits

Blends background and learning from earlier courses on leadership with concepts and models of organizational change. The change process involves a series of steps that focus on vision, implementation, and change agents. Provides insight into types of change impacting organizations and possible strategies to address those changes. Prerequisite: MOL 501.

MOL 635. Servant Leadership • 3 credits

An interdisciplinary approach to the theories, principles, behaviors, skills, tools, and leadership qualities needed to become a servant leader.

MOL 645. International Issues in Leadership • 3 credits

Explore how leadership and management vary across cultures and national boundaries. What are the leadership concepts and practices which must change as we cross these boundaries? Examine how concepts and theories of organizational leadership are conceived and practiced in three major geographic/cultural regions of the world: the United States and Canada; Europe (basically the expanded European Union); and East Asia (China, Japan and South Korea). Course conducted in a discussion seminar format.

MOL 655. Political and Civic Leadership • 3 credits

Addresses the essentials of political, civic, and community service as both a full-time and part-time endeavor. Topics include civic literacy, citizen power, running for elected office, and organizing and managing political and charitable organizations. Examines community service as an essential part

of successful leadership.

MOL 691. Dialogical Skills • 3 credits

Provide interpersonal communication skill building for typical management and leadership scenarios in order to facilitate gaining agreement on mutually beneficial solutions. Prerequisite: MOL 540.

MOL 701. Strategic Leadership • 3 credits

Review the traditional organizational process and then examines the organization from a strategic perspective. Learn how to apply a variety of tools and techniques for decision-making and develop strategic approaches to management decisions. Encourages strategic thinking about organizations in increasingly diverse environments. Prerequisite: MOL 501.

MOL 710. Ethics and Leadership • 3 credits

Examine ethical decision making as it relates to leadership. Examine theoretical and practical applications of ethical principles as they relate to the organizational environment. Prerequisite: MOL 501.

MOL 715. Leadership Work Action • 3 credits

Put into practice the leadership knowledge and skills mastered during MOL studies. Research, study, plan, recommend, and lead/execute a change project at their place of work. The class meets eight times over 16 weeks, generally four, consecutive weekly meetings and then four meetings spread out over the rest of the semester. Prerequisites: MOL 501; 24 credits from MOL.

MOL 716. Leadership Research Paper • 3 credits

Along with the MOL 715, this course functions as a capstone experience. Consolidate the grasp over abstract and theoretical material previously learned through a formal academic paper that addresses a contemporary issue in leadership studies. The class meets eight times over 16 weeks. Prerequisites: MOL 501; 30 credits from MOL.

MOL 790. Independent Inquiry in Leadership • 3 credits

An experiential and theoretical exploration in an area of focused study regarding organizational development. Incorporates case studies and experiential skill development. Focuses on integration of information leading to an action plan for effective organizational future positioning. May be taken online depending on instructor. Please check with Director. Prerequisite: MOL 501.

MOL 792. Special Topics • 3 credits

Deals with specific topics not covered in regular course offerings. Course content to be agreed upon between student and the Program Director. Prerequisite: MOL 501 or instructor permission.

PRCT 795. Graduate Practicum • 1–3 credits

This course will provide an opportunity for students to intern at a business, not-for-profit, or governmental organization. In this supervised internship, the student is expected to learn from observing the application of the concepts, models and theories of

business to the day-to-day operation of the organization at which the student is an intern or employed and where the student is assigned certain roles and responsibilities particular to the professional field. The student is required to spend at least 40 clock hours (over a semester) in the field, attend internship seminar class, and write a reflective paper over the experience at the organization. This course is graded pass-fail. Prerequisites: Any two graduate courses and the approval of internship by the graduate program coordinator or a higher academic officer.

Pastoral Theology

MPTH 500. Introduction to Theological Methods • 1 credit

Acquaints students with the fundamental approaches to theological study with particular emphasis on theological method and its application to various pastoral theology disciplines.

MPTH 501. Old Testament: Torah and Prophets • 2 credits

An introduction to the basic content of the Old Testament with an emphasis on what the texts were meant to communicate in their original contexts. Attention paid to specific theological issues, noting the diversity of what the Old Testament has to say about God and humanity. Cover texts from the Torah, and the former and latter prophets. Discuss the role of the Old Testament as Christian Scripture and address issues of preaching on Old Testament texts.

MPTH 502. Old Testament: The Writings • 1 credit

Explore the “Writings” of the Old Testament and poetic texts such as the Psalms. Explore in-depth issues raised during the Second Temple period, especially the problem of evil as expressed in wisdom texts such as Job, Proverbs, Ecclesiastes, and Sirach. Explore Jewish narratives, such as Daniel, Esther, Judith, Tobit, and Ruth.

MPTH 503. New Testament Letters • 1 credit

Introduces the epistolary discourse in the New Testament, with 1) a focus on Paul, the communities to which he writes, and the theology and rhetoric of his letters; 2) the theology and context of the Deutero-Pauline letters and the Pastoral letters; and 3) exploration of the “Catholic” Letters.

MPTH 506. The Johannine Literature • 1 credit

Explore the unique voice offered by John in the New Testament canon. Examine the specific theological argument made by this author, and analyze the place of Johannine Christianity within the diversity of Christianities in the first and second century, especially as traced into the Johannine Epistles.

MPTH 507. Synoptic Gospels • 2 credits

Introduces the background from which the synoptic gospels emerged and the specific shape each evangelist gives to his narrative about Jesus. Special emphasis is on how each presents a unique picture of Jesus. This information will equip students to be effective and reflective readers, interpreters, and preachers.

MPTH 521. Introduction to Liturgy • 1 credit

Introduction to the communal prayer of the Church and the historical development of liturgical practices. Topics addressed include: the concept of communal prayer, sign and symbol, the liturgical year, and liturgical roles, vesture and furnishings.

MPTH 523. Liturgy and Spiritual Theology I and II • 2 credits

This course focuses on two areas of Christian prayer. The first traces a history of the development of Christian prayer as it has evolved and been formed by Church tradition. The second area centers on the theology of Christian prayer from the experience of discursive, through contemplative and culminating in the Christian mystical tradition.

MPTH 527. Sacraments I: Baptism/Confirmation • 2 credits

Traces the theological, historical, pastoral and practical development of the baptism and confirmation. Topics to be considered include: Baptism for infants, the RCIA and Confirmation.

MPTH 528. Sacraments I: Eucharist • 1 credit

Traces the theological, historical, pastoral and practical development of the Eucharist. Special attention is given to the structure of the Eucharistic Prayer, the historical development of the Eucharist and its books, along with an appreciation for and understanding of the Church’s teaching on the real presence of Christ in the sacrament

MPTH 529. Sacraments II: Healing/Service • 2 credits

Examine the sacraments of healing and vocation: Reconciliation, Anointing of the Sick, Orders, and Matrimony. Special attention given to the ministry of the permanent deacon in the sacramental life of the church.

MPTH 531. Moral Theology I • 2 credits

Introduction of the basic principles of Catholic moral theology, including ethical theories and topics concerned with individual moral development such as the virtues, character, conscience, moral decision making, and the use of scripture in the Catholic moral tradition. Discuss issues in human sexuality in reflection upon official Catholic teaching and current theological discussion. A pastoral approach will be emphasized.

MPTH 533. Moral Theology II • 2 credits

Surveys Catholic thought on social and biomedical ethics. Discuss Catholic teaching on social justice principles and documents and examine some key national and global issues. Receive an overview of the Catholic tradition regarding medical ethics and health care along with basic principles. Examine official Catholic teaching and current theological discussion on topics including beginning of life and end of life issues, genetics, and the health care system in the U.S. A pastoral approach to these issues will be emphasized.

MPTH 541. Systematics I • 2 credits

This course introduces students to the principles, systems and language of theology based on a Christian anthropology.

Emphasis is given to the foundational elements of Christian belief: faith and the response to faith, the existence of God, the believing community, and the teaching office of the Church. Attention is also given to developing skills for theological research and the sources used in that endeavor.

MPTH 543. Systematics II • 2 credits

Introduction of the fundamentals of the church's teaching about the person and work of Jesus Christ, the Trinity, and the Holy Spirit. The course focuses on the development of faith and doctrine through the writings of the Church Fathers, the spiritual and liturgical life of the Christian community, and the early Councils of the Church.

MPTH 547. Systematics III • 2 credits

Continue addressing the fundamentals of theology with particular emphasis on key areas not covered in individual courses: Eschatology, Mariology, Communion of Saints and contemporary issues. Special attention given to ecumenical dialogue.

MPTH 549. Ecclesiology & Vatican II • 2 credits

Familiarize the student with the basic teachings of the Second Vatican Council as contained in its documents. The course provides a basic introduction to the history and development of council teachings and the factors that helped to shape the work of Vatican II, with particular emphasis on a theology of church and ministry. The place of the deacon in the hierarchical structure of the church will be addressed.

MPTH 555. Introduction to Pastoral Care I • 1 credit

Examine the theological foundations of pastoral theology, care and counseling. Pastoral care and counseling are viewed as theological tasks rooted in the Christian tradition and an important activity of the church and its ministries. The course uses the perspective of the human sciences to provide insight into the task of pastoral care. Issues regarding professional boundaries and knowing when to refer for specialized care will be covered.

MPTH 556. Introduction to Pastoral Care II • 1 credit

Examine the theological foundations of pastoral theology, care and counseling. Pastoral care and counseling are viewed as theological tasks rooted in the Christian tradition and an important activity of the church and its ministries. The course uses the perspective of the human sciences to provide insight into the task of pastoral care. Issues regarding professional boundaries and knowing when to refer for specialized care will be covered.

MPTH 557. Catechesis • 1 credit

Introduces students to the General Directory for Catechesis. The class briefly considers the historical teaching office of the Church. Attention is also given to the theories that inform the practice of teaching in the Church today including: Evangelization, R.C.I.A., sacramental preparation catechesis for children and youth, and adult faith formation. Discuss practical solutions to several problems encountered by catechists in the

parish setting today. Recommended prerequisites: MPTH 541 and MPTH 543.

MPTH 562. Patristics-Scholasticism • 2 credits

An overview of the development of historical theology from the beginning of the Christian Church through the time of the Renaissance. Particular themes include the relationship of the Church to its roots in Judaism and to the diverse cultures in which it has developed. Read primary source documents along with secondary sources so as to analyze the complex interplay of social, religious, political and economic factors at work during this time period. Works of representative theologians will provide particular insights to the Church's fidelity to its mission within a changing world.

MPTH 564. Diverse Theological Perspectives • 2 credits

Study historical theology and related events, persons and ideas of the Church and society from the Renaissance period through the present. Key topics include the Protestant and Catholic Reformations, the Second Vatican Council, and the development of the Catholic Church in the United States. Read both primary and secondary sources so as to analyze the complex interplay of social, religious, political and economic factors at work during this time. Each student is expected to be open to dialogue and to engage in critical assessments of the material via class discussion and formal writing.

MPTH 569. Placement • 1-4 credits

This course prepares ministers for several specific pastoral skills needed in Christian ministry, such as prayer, counseling, ministry to the sick, sacramental preparation, leadership training, religious education, and others.

MPTH 600. Independent Readings in Pastoral Theology • 1-4 credits

Working with an MPTH instructor, the student selects a text that focuses on a particular theological topic. Student and faculty devise a system for regular conversation about the text.

MPTH 610. Integration Project Capstone • 2 credits

Demonstrates the student's ability to integrate ideas from courses in various theological disciplines with one another as well as with the student's own ministry. The topic is selected in dialogue with a faculty member who will serve as director for the paper. The final copy of the Integration Project must be completed and approved two weeks before the student's graduation.

Physician Assistant Studies

MPAS 500. Human Gross Anatomy • 5 credits

Intense, eight-week, advanced course in the study of the human body involving cadaver dissection. Use a regional-based approach emphasizing the relationships of anatomical structures. Apply knowledge of anatomy to clinical practice. Some discussion of embryonic development and how it relates to adult anatomy will occur. Introduction to cross-sectional anatomy and

radiology as it pertains to medical imaging. Lecture and laboratory. Prerequisites: Admission to Master of Physician Assistant Studies (MPAS) program or instructor permission.

MPAS 510/KIN 615. Advanced Physiology • 5 credits

Covers at an advanced level the fundamental principles of physiology: cell physiology, neurophysiology, musculoskeletal system physiology, renal physiology, respiratory physiology, gastrointestinal physiology, endocrinology, and reproductive physiology.

MPAS 520. Medical Pathology • 5 credits

Examine the underlying biochemical, cellular, and physiological changes which occur in human disease. Emphasis placed on the most common conditions. This course integrates general pathology and laboratory medicine to prepare the student for the clinical medicine course. Prerequisite: Enrolled in Physician Assistant Program.

MPAS 530. Clinical Laboratory Science • 3 credits

An overview of commonly ordered laboratory tests, accurate application of the tests, and interpretation of the data. Proper laboratory technique for selected tests will also be covered along with quality control measures. Additionally, evaluation and correlation of laboratory data used in the diagnosis and treatment of common infectious disease states will be covered.

MPAS 600. Professional Practice Issues • 1 credit

An introduction to the physician assistant profession. Gain an understanding of professionalism and the role of the physician assistant. Learn the profession's history, organizations, the credentialing and certification process, and an introduction to the health care system.

MPAS 620. Communication in Medicine I • 2 credits

Provides the skills necessary to become proficient in communication – including verbal communication, non-verbal communication, and medical writing skills. Communication is a core component in the practice of medicine. Good communication between patient and provider improves patient outcomes. To effectively build communication skills, the course addresses the basic fundamentals and integration of these skills into the clinical curriculum.

MPAS 625. Communication in Medicine II • 1 credit

Continuation of Communication in Medicine I. Improve competency in the areas of verbal communication, non-verbal communication, and medical writing skills. The skills learned in this course will be integrated into the clinical curriculum, thereby allowing the student to become more familiar with medical communication.

MPAS 630. Healthcare Systems • 2 credits

Overview of the major types of healthcare systems along with clinical management practices. Review coding and reimbursement as well as quality assurance and risk management. Access to care, socioeconomics, and legal issues will be covered.

MPAS 640. Medicine I • 9 credits

Introduction to the process of clinical decision making by using critical reasoning skills to diagnose and treat illness and disease. Focus on the most commonly diagnosed medical problems. Course includes Problem Based Learning sessions in small group format for two hours each week. Emphasis on strategies for disease prevention and promotion throughout the lifespan. This course lays the foundation for Medicine II which is offered in the Summer Semester.

MPAS 645. Medicine II • 11 credits

Continuation of Medicine I and prepares students for the clinical phase of their education. Lays the foundation for life-long process of self-education in medicine. Focuses on etiology, pathology, clinical course and manifestations, diagnosis, treatment, patient education, epidemiology, and preventive aspects of diseases and disorders encountered in the practice of medicine. Course follows a systems-based approach. In addition, a section will cover EKG interpretation.

MPAS 650. Pharmacotherapy I • 4 credits

This course will provide students basic and applied pharmacotherapeutic knowledge to prepare for appropriate medication use in practice. Introductory topics will be followed with a series of organ system or disease focused topics. Application of basic principles through appropriate medication selection and use will be covered for the latter. The judicious use of drugs in physician assistant practice will be emphasized. This course will be continued in Pharmacotherapy II.

MPAS 655. Pharmacotherapy II • 4 credits

Builds upon material presented in Pharmacology I course and continue the focus on Pharmacotherapeutic practice. This course will provide students basic and applied pharmacotherapeutic knowledge to prepare for appropriate medication use in practice. This will be a continuation of organ system and disease focused topics. Application of basic principles through appropriate medication selection and use will be covered. The judicious use of drugs in physician assistant practice will be emphasized. Commonly prescribed drugs will be examined with the focus on appropriate drug selection based on individual patients, common adverse reactions, and drug interactions. The cost and efficacy of drugs will be studied. Prescribing for special patient populations will be addressed with each topic to include pregnancy, lactation, pediatrics, and geriatrics.

MPAS 660. Clinical Skills I • 3 credits

Instruction in the fundamental clinical skills necessary for patient care. Primary focus is on learning to perform a complete physical examination. In addition, the student will learn critical reasoning skills necessary to integrate pertinent physical exam findings with differential diagnoses.

MPAS 665. Clinical Skills II • 1 credit

A continuation of Clinical Skills I. Introduction to more complex technical skills including suturing, casting, splinting, IVs/injections, gowning, gloving, and a general orientation to

the operating room. Learn proper sterile technique. Students introduced to common minor procedures. In addition, Basic Life Support, Advanced Life Support, and Pediatric Life Support classes will be part of this course so as to certify the student prior to clinical rotations.

MPAS 672. Evidence Based Medicine • 2 credits

This course covers topics relevant to evidence-based practice and to the research process. Information is presented to further enhance the student's understanding of the scientific method, evidence-based practice principles, and peer-reviewed research. This course will focus on research design and the appropriate use and interpretation of statistical analysis related to clinical research. Students will apply this knowledge to examples from medicinal literature in order to become good consumers of research, fostering critical evaluation of theories and techniques used in clinical practice.

MPAS 677. Research Application • 2 credits

Complete a scholarly project under the supervision of PA faculty. Utilizing databases, students will review medical literature, interpret, and critically evaluate the literature and its application to patient care in order to promote evidence-based clinical practice.

MPAS 680. Behavioral Medicine • 3 credits

Focus on neurobiological, emotional, social, and cultural influences and their effect on health and illness in the practice of primary care medicine. Human development across the lifespan will be presented as well as end of life issues. Normative and maladaptive responses to developmental tasks and life stressors in relation to physical and emotional health will be emphasized. Health disparities will be emphasized. In addition, preventative health care and patient counseling will be presented.

MPAS 690. Medical Ethics • 2 credits

Introduces PA students to the main concepts and practices in medical ethics. Examine three areas of medical ethics: professional ethics, clinical ethics, and ethics in relation to selected areas of medical law. Additionally, students will be introduced to a structured approach for identifying, analyzing, and resolving ethical issues in clinical medicine. The interaction of medical law and medical ethics will be examined particularly in relation to patient rights and protections in clinical practice, medical practice acts, professional liability, and medical malpractice.

MPAS 700. Clinical Preparation • 4 credits

This course will incorporate information learned in the didactic portion of the curriculum with skills training during an intensive clinical preparatory period prior to the start of rotations. Prerequisite: Successful completion of the didactic phase of the PA program.

MPAS 701. Preceptorship – Rotation # • 4 credits

First four week sequence in the clinical rotation for the term. Course will be repeated four times.

MPAS 702. Preceptorship – Rotation # • 4 credits

Second four week sequence in the clinical rotation for the term. Course will be repeated four times.

MPAS 703. Preceptorship – Rotation # • 4 credits

Third four week sequence in the clinical rotation for the term. Course will be repeated four times.

MPAS 704. Preceptorship – Rotation # • 4 credits

Fourth four week sequence in the clinical rotation for the term. Course will be repeated four times.

MPAS 705. Preceptorship – Rotation # • 4 credits

Fifth four week sequence in the clinical rotation for the term. Course will be repeated four times.

MPAS 710. Special Topics • 1-3 credits

Explore in greater depth an interesting aspect of health care. Course offered individually or in small groups. Topics determined by faculty mentors and students. Prerequisite: Instructor approval

MPAS 712. Clinical End of Rotation Block • 1 credit

The end of rotation (EOR) blocks are comprised of three, one week blocks, that occur during the clinical phase of the program. Over the course of the three blocks, the student will master writing patient progress notes (SOAP note, History & Physical note, and pre-operative note) and demonstrate proficiency in technical skills, simulated patient exams and medical knowledge.

MPAS 715. Summative Evaluation • 4 credits

The course contains the MPAS Program's competency assessments and PANCE preparation for soon to be graduates. All program competencies must be completed and passed in order to progress to graduation.

Public Health

d2 MPH 510. Global Public Health Concepts and Practices • 3 credits

This foundational course will introduce MPH and other students to the characteristics and dynamics of the human population related to health and wellness. Students will be introduced to a variety of concepts and topics within the field of public health. Students will use lessons learned through instruction and applied work to develop a hypothetical public health program to be implemented to address a public health issue of their choosing.

MPH 515. Health Promotion and Communication • 3 credits

This course will examine the social and behavioral issues that challenge the health and wellness of individuals and populations. The students will explore health behavior and communication theories and models and integrate these models to develop a health education program. The students will explore media-mass, social, and participatory communication campaign to promote health and wellness.

MPH 516. Applied Practicum Experience and Integrated Learning Experience Planning • 1 credit

This course will allow students to liaise with their advisor to review and select priority competencies to develop an individualized learning path that includes the requirements for the APE and ILE. Additionally, students will work with advisor to identify possible field placement sites/options.

MPH 520. Epidemiology • 3 credits

This foundational course will introduce the MPH student to the characteristics and dynamics of the human population related to health and wellness. MPH students will utilize epidemiologic methods to solve current and future challenges to diagnose, treat, prevent, and control disease.

MPH 525. Biostatistics and Quantitative Research • 3 credits

Research is essential to the profession of public health. Within this course, students will explore quantitative research methodologies. This course will introduce the MPH student to the basic concepts and practice of statistical data analysis needed for the public health discipline. Statistical software (SPSS) will be used to facilitate the collection, analysis, and interpretation of data related to population health and wellness. An important emphasis is ethics in research and an understanding of the relationship obligations between researchers and people involved as participants in quantitative research.

MPH 530. Qualitative Research • 3 credits

Research is essential to the profession of public health. Within this course, students will explore qualitative research methodologies. Examination of the aim and priorities of qualitative research related to the profession, the types of qualitative research, characteristics of effective scientific inquiry and the necessity of evidence-based practice to the profession of public health will be studied. An important emphasis is ethics in research and an understanding of the relationship obligations between researchers and people involved as participants in qualitative research.

MPH 540. Behavioral, Social, and Environmental Health • 3 credits

The course is designed to help students identify and analyze the social, environmental, and behavioral determinants that influence the health status of populations that are vulnerable and/or marginalized globally. Specific focus will be on developing a multi-level public health intervention using socio-ecological theory and design to positively influence health outcomes for these populations.

MPH 610. Evidence-Based Practice in Public Health • 3 credits

The course will challenge and critically examine previously learned research methods and how they relate to Public Health programming and interventions. Through the use of literature and discussions with experienced practitioners, students will gain an appreciation of the need to examine current research to guide future practices in public health. Skills in analyzing

literature, and examining other evidence and making specific recommendations in a public health concentration will be addressed.

MPH 620. Global Health Policy • 3 credits

This course is an introduction to policy and its relationships with advocacy. The processes and theories related to policy making will be explored, as well as the role of advocacy in the policy making. The course focuses on critical analysis, comparison, and construction of public policies in local, state, regional, US and globally.

MPH 630. Public Health Equity and Ethics • 3 credits

The course will debate the political and ethical conflicts in the access and delivery of public health initiatives. Selected public health issues will be viewed through the lenses of political and ethical theories. The use of public health ethical models will be used to view social justice issues in access to healthcare.

MPH 670. Global Health Systems • 3 credits

This course allows students to examine social, economic, and political determinants of health care systems and the evolution of various systems around the world over the last few decades. Students will compare theories of health policy and priorities, models of government intervention in providing health care and insurance, systems of remuneration, financing, planning, manpower, education and training. Students will review the major determinants of health status as it applies to international development systems and social change around the world and reflect on how it applies to our own health care system and society.

MPH 680. Management and Leadership in Public Health Systems • 3 credits

This course will examine the management and leadership of public health programs through multi-professional and systems lenses. Intervention planning, design, budgeting, staffing, implementation, quality assurance, evaluation measures, ethics, and funding will be explored, as well as factors that guide decision-making within public health organizations and systems, such as human-centered design, equity of access (including cultural competence and cultural humility), resource allocation, and collaboration. Students will practice writing a grant proposal, including a budget and budget narrative. The US public health ecosystem is the main focus of the course; examples, case studies and readings will also provide a global context.

MPH 690. Community Health Analysis, Promotion, and Evaluation • 3 credits

Through the use of case studies and community experiences, this course will explore how to integrate current public health theories and intervention in health evaluation and promotion. Students will examine the multifaceted factors which impact personal healthcare decisions and community engagement with preventative interventions. The students will explore federal, state, community, and international funding for health promotion and evaluation activities.

MPH 695. Applied Practice Experience • 3 credits

The course/experience will allow students to plan and participate in an Applied Practice Experience (practicum), where students demonstrate at least 5 CEPH competencies over 200 hours using a portfolio approach of at least two products (examples include written assignments; literature reviews; survey designs and implementation; videos of oral health education presentations; multi-media campaign; data collection and analysis etc.) that will be evaluated at the end of the experience. Students typically register for it in the final semester before graduation (schedule and enrollment to be organized with support and guidance from the APE clinical instructor).

MPH 700. Integrated Learning Experience • 3 credits

The ILE will exhibit a synthesis of CEPH competencies in a culminating high quality written document-examples include practice-based project; essay-based comprehensive exam; capstone course; students must produce high-quality written product (e.g. program evaluation; training manual; policy statement; legislative testimony with supporting research, etc.) This course is typically taught over a 16-week period.

Social Work**MSW 510. Social Work Practice I: Generalist Processes, Methods & Skills • 3 credits**

This course teaches a generalist approach to social work practice based on an empowerment model. Students will acquire the knowledge, skills, values, and methods of generalist social work to facilitate the assessment, planning, intervention, and ending phases of the practice process. This course emphasizes social justice, cultural competence, and practice with members of oppressed groups.

MSW 520. Generalist Practice II • 3 credits

This course views macro social work practice strategies through an empowerment-focused lens. To do so, it incorporates a structural approach to community practice, which recognizes the reciprocal relationship between individuals and the broader society. This paradigm requires cultural humility and accompaniment as prerequisites for transformative work with historically marginalized communities. Along the way, students will survey a wide array of macro social work strategies to redress oppressive power dynamics. These methods include social groupwork, community organizing, and strategic nonviolent resistance. Students will also gain practical experience developing nonprofit organizational structure, facilitating simulated community meetings, and engaging in critical group dialogue around contemporary social issues. This course promotes the collaborative skills necessary for empowerment-oriented community practice. Prerequisite: MSW 510.

MSW 530. Empowerment Practice I (Required) • 3 credits

This course advances students' abilities to implement empowerment-oriented strategies with participants in a clinical

setting. Students will develop a strengths-focused, research-supported, and collaborative clinical approach to address participant issues in ways that highlight participant strengths, maintain sensitivity to cultural and gender diversity, and recognize the value of contextual change. Specifically, students will become proficient in facilitating a strengths-based approach, intervening in situations from a cognitive-behavioral perspective, and working to align clinical efforts with participant readiness through strategies to recognize and accentuate participant motivation, acceptance and commitment. Methods of instruction include readings, teacher presentations, class discussions, demonstrations, skill development labs, classroom exercises, video recording, and experiential activities. To develop cultural competence, students will critically analyze practice activities to improve their work with ethnic and racial minorities, people in poverty, women, the LGBTQAI+ populations, older adults, and people with differing abilities. Students will learn to collaborate with diverse participants, especially those who are oppressed. This course also facilitates students' continuing appraisal of their own professional development through written reflection, self-evaluation, video recording review, peer feedback, and instructor evaluation. The outcome of this course will be the student's development of the knowledge, skills, and values to implement an empowerment approach to interpersonal practice – one that fits the student's professional style, advances the social work profession's purposes and values, and reflects sensitivity to human diversity. Prerequisite: Completion of generalist coursework.

MSW 540. Empowerment Practice II • 3 credits

Focuses on empowerment practice through designing and implementing change efforts within organizational and sociopolitical realms. Students will acquire knowledge and skills to mobilize participant groups toward social change, reshape organizations to empower rather than oppress participants, to create opportunity structures through societal resource expansion, and to fashion a just and responsive community environment. Prerequisites: MSW 530.

MSW 550. Empowerment Social Work Practice in Mental Health • 3 credits

Comprehensive overview of the provision of mental health services in the United States as they are provided in mental health setting and in other health and human service settings. Addresses definitions of mental health and mental illness, the effect of mental illness on diverse participant systems, utilization and critical evaluation of the DSM 5, and the strengths model of case management in working with persons with severe and persistent mental illness. Examine mental health policy, the impact of managed care on mental health services, and advances in mental health research. Prerequisite: Completion of foundation coursework.

MSW 560. Empowerment Social Work in Child Welfare • 3 credits

This specialization course aims to prepare MSW students for empowerment child welfare practice with families and children. It includes a scrutiny of the historical progression of child

welfare policies and a systemic analysis of the social, cultural, economic, and political forces that define current child welfare policies and practices. The course addresses adverse contemporary social conditions that plague families and children, and identifies mechanisms by which detrimental effects can be reduced or altogether prevented. This course capitalizes upon building students' competence in working with structurally and culturally diverse families and children, identifying their strengths, and building empowering collaborations with them for effective and ethical case management processes and outcomes. Various forms of child maltreatment are studied within the context of research-based, theory-driven prevention, early identification, and competent treatment modalities. Child welfare programs are scrutinized with primary considerations weighted on evaluations of the strengths and limitations of these programs in addressing the diverse strengths and needs of the families and children, and understanding them within an ecosystemic framework. Throughout the course, the role of child welfare workers as child and family advocates in the pursuit of positive systemic reform is accentuated and elaborated. Prerequisite: Completion of foundation coursework.

MSW 570. Couple and Family Therapy • 3 credits

This course utilizes a dynamic and experiential format to involve students in theory-based activities, observation groups, and role plays exemplifying empowerment-influenced ways to intervene with couples and families. An anti-oppressive practice perspective orients students to attend to diversity in multiple and complex ways that apply to families. Students will observe faculty and other students applying family therapy techniques, participate in role plays, and observe and self-evaluate through the use of recorded role plays. Students will demonstrate understanding and application of family practice theories within a role play situation and through analysis of multiple family scenarios. Throughout the course, a focus on developing self-awareness will prepare students to monitor their work to ensure that they intervene collaboratively with couples and families and facilitate participants' abilities to take charge of their own outcomes. Prerequisite: MSW 530.

MSW 580. Empowerment Social Work in Aging • 3 credits

This is an elective course designed to provide students in the human services with a conceptual and practical components of social gerontology. To this end, the diverse and extensive scope of learning encompasses both recurrent and newly emerging issues, concerns, and problems associated with the aging population. In order to help students develop knowledge and better understanding on complicated needs of the elderly, family, community, and society at large, this course will give principal focus to the varying macro, mezzo, and micro contexts from which ethical, relational and cultural issues can be addressed. The process of aging and surviving into the "later years" results from a complex interplay of social forces, human systems, and social policies, which impinge upon groups and individuals. It will be impossible to discuss every force that interacts in this complex scheme, thus the focus of this course will be upon the social and social psychological components of

the aging process and the relationship of these forces to social policy and social service delivery to the elderly.

MSW 590. Social Work with Veterans and Military Families • 3 credits

This elective provides an introductory context for social work practice with military service members, veterans and their families. It explores contemporary policy and practice issues with a particular sensitivity to the influence of military service on historically marginalized populations. It considers the myriad ways in which political discourses surrounding the citizen-soldier construct have inequitably affected diverse populations along the lines of age, class, race/ethnicity, gender, gender identity, sexual orientation, and ability. Micro, mezzo, and macro interventions will be explored through strengths-based and empowerment-focused lenses.

MSW 591. Generalist Practicum and Seminar I • 3 credits

This practicum takes place in community agency settings 12 hours per week over both fall and spring semesters for a total of 400 hours. The generalist practicum places emphasis on the application of skills for generalist social work practice in an agency setting. This practicum prepares students for generalist social work practice with individuals, families, groups, organizations, and communities. The seminar provides students with support and opportunities for integrating classroom learning and the practicum experience to further develop social work knowledge and skills.

MSW 592. Generalist Practicum and Seminar II • 3 credits

This practicum takes place in community agency settings 12 hours per week over both fall and spring semesters for a total of 400 hours. The generalist practicum places emphasis on the application of skills for generalist social work practice in an agency setting. This practicum prepares students for generalist social work practice with individuals, families, groups, organizations, and communities. The seminar provides students with support and opportunities for integrating classroom learning and the practicum experience to further develop social work knowledge and skills.

Prerequisite: MSW 591.

MSW 593. Empowerment Specialization Practicum III • 4 credits

This course takes place in community agency settings 15 hours per week over both fall and spring semesters for a total of 512 hours. The Empowerment Specialization Practicum teaches students to advance and refine social work practice and the social work profession. Students learn to synthesize multidisciplinary knowledge and skills with a clear vision toward individualization of participants and situations to ensure both cultural competence and cultural humility, ensure basic human rights, demonstrate participant respect, and develop creative solutions arising from unique circumstances. The empowerment curriculum sets students on a life-long praxis process of action, reflection, evaluation, and informed action to ensure competent participant-centered practice, promote their own professional development, and contribute to the social work

profession. Prerequisite: Completion foundation coursework.

MSW 594. Empowerment Specialization Field Instruction • 4 credits

Field instruction takes place in community agency settings 16 hours per week over both fall and spring semesters for a total of 512 hours. The empowerment practice specialization teaches students to advance and refine social work practice and the social work profession. Students learn to synthesize multidisciplinary knowledge and skills with a clear vision toward individualization of participants and situations to ensure both cultural competence and cultural humility, ensure basic human rights, demonstrate participant respect, and develop creative solutions arising from unique circumstances. The advanced empowerment curriculum sets students on a life-long praxis process of action, reflection, evaluation, and informed action to ensure competent participant-centered practice, promote their own professional development, and contribute to the social work profession. Prerequisites: MSW 593, 603.

MSW 595. Field Externship • 3 credits

Designed for persons who hold an MSW degree from a CSWE accredited program wish to complete the necessary requirements for School Social Work Endorsement. The practicum includes a minimum of 512 contact hours in an approved school setting under the supervision of an assigned school social work field instructor. Prerequisites: MSW degree and permission of field education director.

MSW 596. Disability and Social Justice • 3 credits

This elective course introduces MSW students to a range of disability-related topics in the context of social work practice. Students will critically examine different models of disability, such as the medical and social models, and will consider how perspectives on disability have evolved throughout history. Students will analyze social justice issues through a disability lens, with a particular emphasis on the intersection of disability with other marginalized identities. Students will examine ways in which social workers can advocate for disability justice across all levels and areas of social work practice.

MSW 603 Empowerment Practicum Seminar III: Social Work Ethics • 2 credits

The Empowerment Practicum Seminar provides students with support and opportunities for integrating classroom learning and the practicum experience to further develop social work knowledge and skills in the advanced empowerment method. Core components of this seminar include social work values and ethical principles in social work practice and research; program evaluation and outcomes measurement; and consideration of future issues in social work practice. The practicum seminar serves as a professional support group and provides an opportunity for professional leadership and skill development. Corequisite: MSW 593.

MSW 604. Empowerment Practicum Seminar IV: Ethical Decision Making • 2 credits

This course provides students with support and opportunities for integrating classroom learning and the practicum experience to further develop social work knowledge and skills in the advanced empowerment method. Core components of this seminar include social work values and ethical principles in practice and research; program evaluation and outcomes measurement; preparation for professional social work practice, and consideration of future issues in social work practice. The practicum seminar serves as a professional support group and provides an opportunity for professional leadership and skill development. Corequisite: MSW 594.

MSW 610. Human Behavior Theories • 3 credits

Learn about the multiple factors which affect human biological growth, personality development, and behavior. Focus on interactions between the developing person, their family, and the social systems in which that lifelong development takes place. Study human development within the context of those biological, psychological, and socio-cultural systems which affect, and are affected by, human beings. Incorporated into this context is current knowledge related to ethnic minorities and oppressed groups. In connection with such course content, attention is also focused on differences in values and identities, and the issues that they generate for the understanding of human development, and for the role of the social work practitioner.

MSW 620. Human Behavior Theory II: Identify Development in Diverse Populations • 3 credits

This course provides students with knowledge and theory on groups, communities, society, and the global community. Students will explore multiple identity development models and how these influence behavior of individuals, reactions of outgroup members, and alleviate misconceptions and stereotypes about vulnerable populations. Students will learn where they are individually in their development and the impact of identity development stages on behavior and group cohesion. Students will learn to identify oppressive practices in organizational policies and practices and be provided techniques to reduce or eliminate these policies and practices to decrease the negative impact on marginalized groups. The instructor will facilitate a dynamic, experiential, and literature/video-based approach to stimulate student interest and learning about identity development and bias reduction. Learning modalities could include readings, critique papers, essays, quizzes, in-class or online discussions, and an Identity Development Change Plan project. This course provides a theoretical and practical understanding of identity development, oppression, discrimination, and diversity at the micro-, mezzo-, and macro-levels of practice. Prerequisites: MSW 510, 610.

MSW 690. Diversity and Social Policy • 3 credits

This course provides students with knowledge and theory on groups, communities, society and the global community in the context of social policy. Students will explore identity development and theories of diversity and how these influence behavior of individuals, reactions of outgroup members, and alleviate misconceptions and stereotypes about vulnerable populations. Students will learn where they are individually in their development and the impact of identity development on

behavior and group cohesion. Students will learn to identify oppressive practices in organizational policies and practices and be provided techniques to reduce or eliminate these policies and practices to decrease the negative impact on marginalized groups. The course also features application of an analytical framework to critically study and analyze current public policy issues and legislation that affects various fields of practice in the social services delivery system. Focuses on the role of the social worker as policy practitioner of social policy development, implementation and analysis. In addition to public policy analysis, students will be introduced to the role of the social worker as policy practitioner for social policy development. Topical contemporary issues on the social welfare policy agenda will be examined in this course for the harmony (or disharmony) with the values of the social work profession and their impact on population groups who are socially, politically and economically vulnerable.

MSW 710. Social Work Research Design • 3 credits

As the first course of the research sequence, this course is designed to help students gain an understanding of and appreciation for the use of research as a tool for professional evidence-based practice with and on behalf of at-risk populations and to evaluate programs and practices. Students are introduced to the concepts and skills underlying a systematic approach to social work research, including basic research terminology, the scientific method in social work, the value of research in social work, research ethics and the social work value base, problem formulation and conceptualization, measurement, research designs, sampling, alternative quantitative and qualitative data gathering and analytic techniques, and relevant information and computer technologies.

MSW 720. Social Work Program Evaluation • 3 credits

This course focuses on the research and analytical skills needed to understand, assess and improve social work practices and programs. The application of these methods and tools include the areas of quantitative and qualitative data analysis and program evaluation. The impact of both the personal and professional values of the research will be explored in the course as applied to research processes. Specifically, the need to take into account issues related to diverse and at-risk populations is emphasized. The person-in-the-environment is stressed as it is fundamental to understanding and effectively using social work research. Substantive content from the areas of the describing, monitoring, understanding, and evaluating performance are integrated into the course through in-class and online activities and the required and recommended readings and assignments. Prerequisite: MSW 710.

MSW 810. Social Welfare Policy • 3 credits

Examines the history of the social work profession and its contribution to the development of social welfare programs and policies in the United States. Covers policy considerations in various fields of social work practice with special attention to social policies and their effects on women and dependent children, and people deprived of power because of race, age, physical or mental disability, and diverse political, religious, and

sexual orientation.

MSW 820. Social Policy Analysis • 3 credits

This second course in social policy builds on the introductory and historical content of MSW 810 to apply an analytic framework to study and analyze current public policy issues and legislation that affect fields of practice in the social services delivery system. In addition to public policy analysis, students will be introduced to the role of the social worker as policy practitioner for social policy development. Topical contemporary issues on the social welfare policy agenda will be examined in this course for the harmony (or disharmony) with the values of the social work profession and their impact on population groups who are socially, politically, and economically vulnerable. Prerequisite: MSW 810.

MSW 830. Supervision • 3 credits

This course is designed to provide students with the requisite knowledge for effective, strengths-based, ethical, legal and empowering supervision of personnel and program administration in social service organizations. This course examines the purpose, principles, and methods of supervision and consultation which are applicable to many settings in social work. This course covers theories of organizations, organizational behavior and supervision, and emphasizes skills-development that are requisite to assuming the responsibilities specific to practice. It examines job analysis and design, personnel recruitment and selection, training and development, performance evaluation, and retention and dismissal. In addition, the course provides opportunities for students to conceptualize and examine their own approaches to supervision and develop a repertoire of strengths-oriented empowering strategies and perspectives for supervision. Through the examination of case scenarios, the required readings, small group work, and two papers, and the many issues, problems and dilemmas faced by supervisors, we will explore and analyze both effective and ineffective responses, practices and resolutions. Prerequisite: Completion of foundation coursework.

MSW 840. Exceptional Child for Social Workers • 3 credits

This course is a graduate seminar designed to provide school social workers with an introduction to the educational, social, and personal issues facing persons with disabilities as they grow and develop in an increasingly diverse society. Issues related to educational, social, political, and economic climate will be explored. Prerequisite: Completion of Generalist coursework.

MSW 850. Empowerment Social Work in School Settings • 3 credits

This course prepares students for effective multi-systemic social work practice in public school settings. Emphasis is placed on knowledge and skill development for assessment and intervention in multicultural school settings and practice with diverse student groups. Education law, especially as it relates to special education eligibility and services, is a core aspect of the course. Topics include effective strategies for consultation with school personnel, organizational change, participation in multi-disciplinary teams and collaboration with community professionals. Topics range from the evolution of social work in

schools to social work theory, assessment, and interventions for use in school settings. Content on multiculturalism, diversity, social justice, and social change are integrated into the course materials as these critical issues relate to practice in schools. Effective strategies for consultation with school personnel, for organizational change, participation in multi-disciplinary teams and collaboration with community professionals will be discussed. Students will acquire knowledge, values, and skills, associated with school social work roles, functions, and responsibilities. Prerequisite: Completion of Generalist coursework.

MSW 860. Social and Economic Justice • 3 credits

Introduction of selected principles and skills of social justice applicable to social welfare settings. The influences of the U.S. economic system on funding patterns, organizational environments, structure, and staff roles within social welfare settings are considered. Issues to be faced and resolved in the global competition for scarce resources will receive special attention. Prerequisite: MSW 530.

MSW 870. Management in Human Services • 3 credits

This course will prepare MSW students for leadership roles in the management of human service agencies and organizations. The course begins with an overview of the differences between leadership and management. The course addresses issues of effective leader behavior; including communication skills, leadership styles, and the use of power and influence. We will examine how effective leaders build teams and help others through the change process. Special attention will be paid to the role of the leader in setting a vision for the organization's planning, human resource utilization, resource development, and accountability and other management functions. The changing face of organizations will be addressed through discussions of the role of women and racial and ethnic minorities in leadership roles. Throughout the course, students will reflect on their leadership style, characteristics, and strengths. Prerequisite: Completion of Generalist coursework.

MSW 910. Mental Health Practices and Policies in India and the United States • 3 credits

This elective course in social work emphasizes comparative approaches to the analysis of mental health policies and practices in India and in the United States. Course content includes: international and comparative approaches in social welfare policy and practice, mental health as an area within international social work, mental health practice and policy in India and in the United States, cultural competency, and cross-cultural learning exchanges with social work students and mental health professionals in India. Rather than relying solely on books and journal articles, students learn directly by participating in lectures given by faculty at National Institute of Mental Health and NeuroSciences, attending clinical meetings, engaging in discussions with mental health professionals, visiting various social work organizations and schools, conversing with human rights activists and environmentalists, visiting important cultural landmarks in India, and reflecting on new knowledge and experiences.

MSW 920. Empowerment Social Work Practice with Substance Using Disorders • 3 credits

This course is designed to provide knowledge and skills to promote competence for the prevention, identification, assessment, treatment, and referral of participants with substance using disorders across all practice settings. Included is current research concerning complex causal factors and empirically- based interventions as these etiologies and treatment technologies relate to diverse participant groups. Students will utilize a systemic approach in the evaluation of participant systems and apply a community based recovery management model.

MSW 930. International Social Work and Social Welfare • 3 credits

This elective course is designed for students interested in international social work and cross-national comparisons of social welfare programs and policies. Students interested in international social work practice abroad and/or for transnational work in the United States (for example, social work practice with immigrants, refugees, and international migrants or work in the field of international adoptions), will find this course useful in applying social work principles, the strength's perspective, and an empowerment perspective to social and economic development and cross-cultural social work practice.

MSW 940. Feminist Social Work • 3 credits

Feminist Social Work will integrate both theoretical and practical experiences throughout the course. Students will examine many assumptions historically made about feminist movement and within specific oppressed groups. They will apply critical thinking skills in order to uncover the overt and covert messages, biases, and oppressive enforcement of patriarchy within life situations, research practices, agencies, state, local, and national policies. Additionally, students will move these thinking skills toward action. The course will utilize on-line class discussion, lecture, written assignments, internet advocacy, and experiential activities to enhance students' understanding and application of this information. Content from foundation courses will enhance the learning process by providing basic theory and practice upon which to build.

MSW 950. Empowerment Social Work in Health Care • 3 credits

This course provides a comprehensive overview of the provision of health care services in the United States and addresses how social workers function within the health care system at the micro, meso, and macro levels of practice. Course goals include the following: to increase student understanding of the politics, policies, and services of the United States' patchwork health care system, to increase student understanding of integrated behavioral health and the role of the social worker in various health settings, to increase student ability to provide direct services to a variety of populations with an emphasis on vulnerable populations, to critically address and analyze health disparities and social determinants of health from an ethical practice perspective, and to develop participant interventions

that reflect empowerment social work in a health care setting.
Prerequisite: Completion of foundation coursework.

MSW 970. Spirituality and Social Work • 3 credits

A holistic perspective of human systems requires assessment and intervention with attention to biological, psychological, sociological, and spiritual aspects of the human condition. Offers a framework and practice competencies for social workers to ethically respond to spiritual components of client experience, strength and need. Included are principles for spiritual sensitive social work practice, including ethical principles, meaning of spirituality, spiritual development, and creating a spiritually sensitive context for practice.

MSW 980. Trauma Informed Care in Social Work Practice • 3 credits

This course will introduce students to the core concepts (general theory and foundation knowledge), informing evidence-based assessment and intervention. Trauma is broadly defined and includes children and adolescents exposed to trauma including: abuse, physical and emotional neglect and witnessing interpersonal crime (e.g. domestic violence), community violence and other traumatic events. The course will highlight the role of development, culture and empirical evidence in trauma specific assessments. Treatment interventions with children, adolescents and their families will be explored within the community and child welfare/juvenile justice systems. This course will also review self-care for the professional.
Prerequisite: Completion of foundation coursework.

MSW 990. Special Topics in Social Work • 3 credits

Presents special topics from the social work field that are not covered in the regular curriculum.

Speech-Language Pathology

MSLP 700. Critical Thinking and Evidence-Based Practice • 2 credits

Covers topics relevant to critical thinking and its role in the scientific understanding of communication and its disorders. Topics include strategies for critical thinking, how human thinking can go awry and lead to erroneous beliefs, how personal attitudes play a role in the application of critical thinking, the connection between research and critical thinking, and how critical thinking influences and informs evidence-based practice.

MSLP 711. Research Methods I • 1 credit

This course covers topics relevant to research in the field of speech-language pathology. Topics include the scientific method, research question development, research design, measurement principles, and basic descriptive statistics. This course provides the foundation for Research Methods Part 2 and the capstone research project.

MSLP 712. Research Methods II • 2 credits

This course covers topics relevant to research in the field of speech-language pathology. Topics include ethical conduct in

research, single-subject research design, how to write a literature review, dissemination of results, and how to incorporate research methods into personal practice. This course provides additional instruction critical for success in the graduate research capstone project.

MSLP 720. Foundations of Assessment • 3 credits

Covers topics relevant to the principles and methods of diagnosis and assessment of speech and language across the lifespan and across settings. Topics include basic knowledge and skills in the administration and interpretation of informal and formal assessments for the purpose of diagnosis, planning intervention, and reporting assessment results to clients, family, peers, and other professionals working in educational and health related fields; being a critical consumer of assessment materials; best-known strategies in conducting fair speech and language assessments of individuals from diverse linguistic and cultural backgrounds; client advocacy; and ethics. Students conduct real and hypothetical assessment and screening experiences, as well as professional writing experiences across settings. The course culminates in an in-class professional critical review of an assessment tool of the student's choosing.

MSLP 730. Motor Speech Disorders • 3 credits

This course covers topics relevant to the etiology, prevention, assessment, and treatment of speech disorders secondary to developmental and acquired central and/or peripheral damage to the nervous system in children and adults. Topics include identification of motor speech disorders which result from neurologic disease or injury and differentiation of these disorders from other related disorders. Students participate in real and/or hypothetical assessment and intervention experiences related to motor speech disorders. In addition, evidence-based practice, multicultural issues and client advocacy are addressed.

MSLP 750. Clinic Experience I • 2 credits

Students will integrate information learned in previous and current courses related to speech-language pathology through real life clinical experiences. Students will receive a clinical assignment during the first week of the semester. Students are placed in the on-campus speech and language clinic (The SAU Rite Care Clinic) and/or in off campus settings that provide speech-language and hearing services. Students who have been assigned a patient/client and have not had the specific coursework will participate in readings and additional supervisor meetings. Students are closely supervised as they provide prevention, assessment, and treatment services. Students are generally expected to have direct contact with clients 4-6 hours per week. In addition, students are expected to demonstrate professionalism in all areas of their graduate work. Professionalism includes, but is not limited to: collaborating with others, including faculty; problem-solving and conflict resolution; adherence to policies of the department and university; punctuality and honesty; and time management.

MSLP 751. Professional Issues in Speech-Language Pathology I • 1 credit

This course covers current issues and procedures related to the clinical practice of speech-language pathology. Topics include knowledge and skills related to

professional ethics and issues (with specific reference to the ASHA Code of Ethics), clinical writing, confidentiality, mandatory reporting of abuse, racial justice, self-evaluation and information about ASHA and its role in the profession.

MSLP 752. Professional Issues in Speech-Language Pathology II • 1 credit

This course covers current issues and procedures related to the clinical practice of speech-language pathology. Topics include knowledge and skills related to working as an SLP in medical settings, working as an SLP in school settings, working with related disciplines, advocacy, counseling, job seeking and documentation issues related to various work settings.

MSLP 753. Professional Issues in Speech-Language Pathology III • 1 credit

This course covers current issues and procedures related to the clinical practice of speech-language pathology. Topics include knowledge and skills related to intervention for communication and swallowing differences with individuals across the lifespan, hearing, mental health, internship orientation, and the clinical fellowship year experience.

MSLP 755. Early Intervention • 3 credits

This course includes information on issues in early intervention. Topics include: attachment, medical issues, counseling of families, developmental milestones, clinical practice in the early intervention setting, parent training, and emergent literacy. In addition, communication interaction strategies and communication facilitation strategies will be discussed. These strategies will inform not only personal clinical practice, but caregiver training as well.

MSLP 756. Developmental Disorders of Language and Cognition • 3 credits

This course includes information on the five components of language and how those components intersect in higher level skills such as conversation, reading, and writing. Evaluation techniques such as narrative analysis and standardized assessment will be utilized in class. Practice issues such as: writing goals and planning therapy in light of the CCSS, intensifying instruction, and workload scheduling will be included.

MSLP 758. Multicultural Assessment and Intervention • 1 credit

This course reviews the recommended assessment and intervention practices with individuals who are second language learners and members of culturally diverse populations. This will include reviewing typical protocols in speech and language evaluation and therapy and determining the cultural appropriateness of these practices to specific populations. Topics include cultural sensitivity, speech/language disorders in multicultural populations, bilingualism, second language acquisition, screening, assessment instruments, interpreters, questionnaires, and culturally sensitive interviews.

MSLP 760. Voice and Resonance Disorders • 3 credits

This course provides a thorough understanding of basic physical, physiological, and pedagogical principles in, but not limited to vocal anatomy/physiology, parameters of voice production, components of a voice evaluation, efficient and inefficient use of voice, understanding professional and nonprofessional impaired voice productions, voice disorder classification, intervention techniques, and instrumental and non-instrumental methods of documenting progress/change. The course provides a practical foundation in best practices in assessment and treatment of voice disorders, with emphasis on evidence-based practices and person-centered care. In addition, an overview of craniofacial anomalies, including etiologies, impact of anomalies on speech, and best practices for assessment procedures and intervention techniques will be presented. Students will integrate and refine skills in prevention, evaluation, assessment, and intervention for a variety of voice disorders through interactive lab experiences, as well as authentic and hypothetical case studies.

MSLP 780. Acquired Disorders of Language and Cognition • 4 credits

This course includes information related to etiology, prevention, assessment, and intervention of language and cognitive disorders secondary to acquired brain damage across the lifespan. Topics include: anatomy, neuropathology, and cognitive and communication characteristics associated with aphasia, right hemisphere disorders, acquired brain injury and dementia. Students will differentiate these disorders on the basis of site of neurologic damage and cognitive-communicative characteristics. Students will integrate information and refine skills in prevention, assessment and intervention of persons through real life and hypothetical experiences, such as role-playing activities and lab assignments. Evidence-based practice in assessment and treatment will be a key focus, as well as multicultural issues in service delivery and client advocacy.

MSLP 790. Augmentative and Alternative Communication • 2 credits

This course examines the design, selection, and use of augmentative and alternative methods of communication, populations for which they are appropriate, and issues related to the use of augmentative and alternative methods and devices, and service delivery models, as well as client advocacy. Students will integrate and refine skills in the assessment and intervention of persons with acquired and developmental disorders of speech, language and cognition through hypothetical experiences, as well as role playing experiences. In addition, best practice in assessment and treatment with emphasis on evidence-based practice is included as well as multicultural issues in service delivery.

MSLP 800. Independent Study • 1-3 credits

Complete in-depth readings and study of areas of specific interest in a more individualized setting than the classroom. Improve knowledge and skills that the student and program faculty have identified as in need of remediation.

MSLP 820. Clinical Experience II • 2 credits

Students will integrate information learned in previous and current courses related to speech-language pathology through real life clinical experiences. Student will receive a clinical assignment during the first week of the semester. Students are placed in the on-campus speech and language clinic (The SAU Rite Care Clinic) and/or in off campus settings that provide speech-language and hearing services. Students who have been assigned a patient/client and have not had the specific coursework will participate in readings and additional supervisor meetings. Students are closely supervised as they provide prevention, assessment, and treatment services. Students are generally expected to have direct contact with clients 4-6 hours per week. In addition, students are expected to demonstrate professionalism in all areas of their graduate work. Professionalism includes, but is not limited to: collaborating with others, including faculty; problem-solving and conflict resolution; adherence to policies of the department and university; punctuality and honesty; and time management. Prerequisites: MSLP 750, with a minimum grade of B; Clinic Director consent.

MSLP 825. Multicultural Clinic Abroad • 3 credits

Students experience the Ecuadorian culture through interaction with the general public and host families. Professional interactions include observing SLPs, other health professionals and educators. Guided collaboration with Ecuadorian SLPs and educators enrich SAU students' understanding and sensitivity of appropriate cultural interactions. Day trips and weekend excursions take faculty and students to cities and towns in the Andes to view and experience the geography, artisanship and cultural treasures of Ecuador. Students study and implement best practices for AAC with a variety of children and young adults who have significant communication disorders. Clinic hours may be accumulated via collaboration with Ecuadorian SLPs and SAU clinical supervisors. For graduate students who do not speak Spanish, familiarity in working with an interpreter will be developed, in addition to participating in Spanish lessons.

MSLP 835. Clinical Experience III • 1 credit

Students will integrate information learned in previous and current courses related to speech-language pathology through real life clinical experiences. Student will receive a clinical assignment during the first week of the semester. Students are placed in the on-campus speech and language clinic (The SAU Rite Care Clinic) and/or in off campus settings that provide speech-language and hearing services. Students who have been assigned a patient/client and have not had the specific coursework will participate in readings and additional supervisor meetings. Students are closely supervised as they provide prevention, assessment, and treatment services. Students are generally expected to have direct contact with clients 2-4 hours per week. In addition, students are expected to demonstrate professionalism in all areas of their graduate work. Professionalism includes, but is not limited to: collaborating with others, including faculty; problem-solving and conflict resolution; adherence to policies of the department and university; punctuality and honesty; and time management. Prerequisites: MSLP 820, with a minimum grade of B; Clinic Director consent.

MSLP 840. Stuttering • 2 credits

This course covers theoretical perspectives on the nature of stuttering, including onset and development; prevention, assessment, and treatment of children and adults. Practical activities focus on assessment procedures, clinical interviewing, and specific treatment methods for working with families and friends, as well as the person with a fluency disorder. In addition, best practice in assessment and treatment with emphasis on evidence-based practice will be discussed along with client advocacy. Students complete a written evaluation, a treatment plan and a session plan.

MSLP 850. Dysphagia • 3 credits

This course provides a thorough understanding of normal and abnormal swallowing anatomy and physiology across the lifespan. Topics include the prevention, assessment, and treatment of swallowing disorders; etiologies of abnormal swallowing; multicultural issues; ethical dilemmas; special populations, such as tracheotomy/ventilator dependent populations or head and neck cancer patients; diagnostics (instrumental and non-instrumental), assessment, and intervention; and inter-professional approaches to the assessment and treatment of swallowing disorders. An emphasis on evidence-based practice is discussed along with client advocacy. Students integrate and refine skills through lab assignments, role-playing, simulations, real life experiences, and hypothetical case studies.

MSLP 865. Graduate Research Project I • 1 credit

Information presented in MSLP 711 and 712 will be implemented and ethical data procedures for research will be completed and students will complete an initial draft of their research paper with guidance of a faculty research collaborator.

MSLP 866. Graduate Research Project II • 1 credit

Information presented in MSLP 711 and 712 will be implemented and research writing will be completed with guidance of a faculty research collaborator. The course culminates in a research paper and development of a poster for dissemination of the research.

MSLP 870. Child Internship • 8 credits

Clinic experience is an integral component in the student's professional education for speech-language pathology. During the child internship students apply what they learn in academic and clinic courses in a community agency setting that provides speech, language, and hearing services to children. The internship is generally 40 hours per week and lasts from 10-12 weeks. The length of the internship is based on the preference of each site and the needs of the student. Prerequisites: Successful completion of the academic and clinic experience requirements of the graduate speech-language pathology program, the approval of the advisor, the Program Director, and the Clinical Director. Students are placed in internship sites by the Clinical Director.

Policies and procedures for internships are provided in the Internship Handbook which is given to students prior to their internship. It may be necessary for a security background check to be conducted for some internship sites. In addition, some

Internship sites might require CPR certification, health insurance verification, a completed Hepatitis B immunization series, proof of immunization or documented immunity to rubella (measles), rubella (German measles), and varicella (chickenpox), and/or annual TB testing.

MSLP 875. Clinical Reasoning I • 1 credit

This course is designed to prepare students for the national exam. The course covers key content from students' undergraduate and graduate experiences and provides students with experience answering multiple choice questions under time limits. Prerequisites: Completion of all other academic coursework in the SAU MSLP program, as well as Clinical Experience I, II and III. This course is presented online.

MSLP 876. Clinical Reasoning II • 1 credit

This course is designed to identify the critical issues in the delivery of best professional practice in the ever-changing market. Clinical reasoning and ethical decision-making as it applies to the promotion of communication skills and opportunities and quality of life of persons with communication and swallowing disorders, as well as their family and friends, is explored through case studies. The course serves as a formative assessment of each student's knowledge and skills.

Prerequisites: Completion of all other academic coursework in the graduate SLP program, as well as Clinical Experience I, II, and III. This course is presented online.

MSLP 880. Adult Internship • 8 credits

Clinic experience is an integral component in the student's professional education for speech-language pathology. During the adult internship students apply what they learn in academic and clinic courses in a community agency setting that provides speech, language, and hearing services to adults. The internship is generally 40 hours per week and lasts from 10-12 weeks. The length of the internship is based on the preference of each site and the needs of the student. Prerequisites: Successful completion of the academic and clinic experience requirements of the graduate speech-language pathology program, the approval of the advisor, the Program Director, and the Clinical Director. Students are placed in internship sites by the Clinical Director. Policies and procedures for internships are provided in the Internship Handbook which is given to students prior to their internship. It may be necessary for a security background check to be conducted for some internship sites. In addition, some internship sites might require CPR certification, health insurance verification, a completed Hepatitis B immunization series, proof of immunization or documented immunity to rubella (measles), rubella (German measles), and varicella (chickenpox), and/or annual TB testing.

Doctoral Program Requirements

Doctor of Occupational Therapy College of Health and Human Services

St. Ambrose University began offering entry-level occupational therapy education in 1989, and the Doctor of Occupational Therapy (OTD) program is the first accredited entry-level doctoral program in Iowa. The curriculum emphasizes occupational justice and participation in occupation for people of all ages and abilities. Students learn in an interactive, innovative hybrid delivery model with two years of online and campus courses. Students participate in on-campus courses at St. Ambrose University in Davenport or at Loras College in Dubuque. The third year of the program occurs at a variety of field site placements. The OTD program also offers outreach services at no cost to clients and health care professionals through Jim's Place, a home demonstration center highlighting innovative, independent living solutions.

Accreditation/Certification

The St. Ambrose entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Ave. 510E, Bethesda, MD 20814. ACOTE's telephone number is 301-652-AOTA and its Web address is www.acoteonline.org.

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice and state licensure is usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

OTD Mission Statement

The St. Ambrose University Doctor of Occupational Therapy (OTD) Program develops ethical, innovative, and sensitive health professionals engaged in life-long learning who serve as socially responsive individuals dedicated to optimizing the occupational participation of others in a diverse and global society.

Admission Process/Requirements Pathways:

Automatic, Conditional Admission for First-Year SAU Students

Incoming first year students at St. Ambrose who intend to pursue an OTD may request automatic, conditional admission into the OTD program if they meet the high school requirements listed below. Students may also request automatic, conditional admission during their first-year at SAU if they meet the first year student requirements listed below.

High School Admission Requirements

- Earn an unweighted high school GPA of 3.2 or higher
- Complete 20 hours of observation with an OT in at least 2 settings
- Prepare a personal statement describing interest in OT
- Submit all required materials by June 1

First Year Admission Requirements

- Attain a 3.0 cumulative GPA by the end of second and maintain it throughout undergraduate studies
- Complete 20 hours of observation with an OT in 2 or more settings
- Prepare a personal statement describing interest in OT
- Submit all required materials by June 1

Once admitted, all students must continue to meet the college requirements listed below to remain qualified for conditional admission. They may begin the OTD program as early as their senior year if all of their prerequisites, general education requirements, and major requirements are complete by the end of their junior year.

College Requirements

- Complete 10+ hours of service each year
- Complete undergraduate coursework with a 3.0 cumulative GPA. Note: All coursework, including college courses completed at other institutions will be included in cumulative GPA calculations.
- Complete all prerequisite coursework with a C or higher and maintain a 3.0 prerequisite GPA
- Actively participate in regular advising visits
- Participation in Pre-OT Club is required as part of ACA acceptance for both high school and first-year students and may be required as part of advising process

Admissions for Students Applying as Juniors or Seniors, or Graduates:

Students may apply as early as their junior year and begin the OTD program in their senior year. To be eligible to begin the program as an undergraduate student with senior status, all general education and baccalaureate degree requirements must be completed and all admission criteria met before beginning the OTD courses. (OTD course in the first year count as electives toward the baccalaureate degree).

Admissions Prerequisites for All Applicants:

The following pre-requisite coursework must be completed with a grade of C or higher and with a combined GPA of 3.0 (4.0 scale) Pre-requisite grades must be available at the time of application (except where indicated with an *).

Subject	SAU Equivalent	Credits
Anatomy/ Physiology I	BIOL 230	4 cr
Anatomy/ Physiology II	BIOL 232	4 cr
Medical Terminology	HS 250	1 cr; course competency
Lifespan	PSYC 212	3 cr
Statistics	STAT 213	3 cr

*Ethics OR Biomedical Ethics	PHIL 207, PHIL 310 or THEO 326	3 cr
Social Sciences	300 level or above	3 cr
	Total Credits	21

- **OTCAS Application Required:** Application fee is required. Application assistance is available from Customer Service at otcasinfo@otcas.org.

Submit a complete OTCAS application to the St. Ambrose OTD program using the OTCAS website: www.otcas.org.

The OTCAS application includes:

- A personal statement
 - References: three letters of reference (one from an OT)
- **Observation Hours:**
 - Submit documentation on official letterhead or by direct email form a registered OT, of 20 hours of OT volunteer experience completed in at least two settings within the last 5 years. Applicants may receive some credit from employment in an occupational therapy setting with approval from the OTD program.
 - Application process assistance is available from Customer Service at otcasinfo@otcas.org.
 - **Admissions Deadlines:** Applications are accepted annually upon the opening of the OTCAS cycle (usually July) through December 1 each year or until the class is filled.
 - Early Admissions Decision: Application Deadline September 15** – A select number of applicants may be accepted in an early interview/decision process for the incoming OTD class. Applicants must submit a complete and qualified application and have a minimum 3.4 GPA for prerequisites or be a St. Ambrose alum or degree seeking student.
 - General Admissions Decision: Application Deadline December 1** – Applicants submitting complete and qualified applications by December 1, and any applicants who submitted an application for early admissions decision but are not yet accepted, can qualify for an interview if they meet minimum admissions requirements.
 - **Interview:** Prospective students may be selected for professional interviews that focus on academic, personal and professional preparedness in anticipation of beginning graduate level study. During the interview, selected applicants will be required to discuss their submitted personal statement during the interview.
 - **SAU Applicants:** Guaranteed interview for SAU degree seeking students and alumni the first time they apply. Additional points awarded to SAU degree seeking students or alumni in ranking process (.5 per semester).

- At the completion of the application process, students will be notified of their admission status in writing and, if accepted, must submit a written acceptance and pay the accompanying fee.

OTD Grading Policy

A	93-100%
B	85-92%
C	77-84%
D	69-76%
P	Passing work completed in a course
NP	Not passing work completed in a course
IP	In progress work (for students with courses that are not expected to be completed within the normal semester)

Minimum Acceptable GPA

If the student drops below a 3.0 cumulative professional coursework GPA, the student will receive written notice from the OT department. The student will be placed on **academic probation**.

Academic Performance

1. If a student earns a “C” in any professional OT course, the student will be required to meet with their advisor to construct a remediation plan regardless of their GPA standing.
2. If the student earns a grade lower than a “C” in any of the professional OT coursework, the student must re-take the course(s) and earn a grade of “C” or higher to progress in the OT program, provided that the student maintains a minimum GPA of 3.0 of higher. The student is allowed to re-take a course within the OTD curriculum one time.

Academic Probation

When a student is placed on academic probation, they have two options:

1. The student has one semester to bring their cumulative professional coursework GPA up to a minimum 3.0. If the student fails to do this, the student will be dropped from the program.
2. The student can elect to re-take coursework for a second grade option to bring their cumulative professional coursework GPA up to a minimum 3.0. The student may not be enrolled in any professional OT courses until the second attempt has been successfully completed.

Progression and Retention

1. Students may also be placed on probation for not meeting professional behavior expectations or for excessive absences from the OTD classes.
2. Dismissal from the University, for any reason, will automatically result in dismissal from the Doctor of Occupational Therapy Program.

Appeal Procedures for Admission, Progression & Retention/Readmission

Students have the right to appeal decisions related to admissions, progression, or retention to the Admissions and/or Retention Committees. All questions or concerns related to Admission and Retention Committee decisions will follow this policy.

Procedures:

1. In the event of an adverse Admissions Committee decision or Retention Committee action, the student will be reminded of the appeal process and their options within the process.
2. The student's request for appeal must be made in writing to the chair of the Admissions Committee if in regards to an admissions decision or to the chair of the Retention Committee if in regards to a progression or retention issue.
 - a. The student **must** appeal decisions of the Admissions or Retention Committee by submitting written reasons for challenging the Committee's Decision by the appeal date set by the Committee.
 - b. The appeal request must be within two weeks of being notified of his/her status in the Occupational Therapy Program and the original decision in question.
3. Admission Committee or Retention Committee Members and Meeting Participants:
 - a. Student Requesting Appeal: The student may attend the appeal meeting for the portion during which their challenge is read and may be asked to supply additional information orally. The student may have a support person involved in the meeting.
 - b. Faculty Members: The chair of the committee will facilitate the meeting. The student's advisor, the instructor involved (if applicable), and at least one or more other uninvolved OTD faculty member will also be present. This is to ensure that there are sufficient members of the committee to assist in information gathering and student support.
 - c. A student member of the Admissions Committee will also participate in the Retention Committee during any formal appeal process.
 - d. Student and faculty members who have direct involvement in the case and who feel they are unable to act in good faith will excuse themselves from the appeals process. In those instances, alternate committee members will serve on these committees.
 - e. An odd number of decision making members will be maintained when the committee is drawn together.
4. The decision of the Committee will be made by majority vote based on a written ballot of those Committee members present. The ballots are secret and only the chair of the committee will view the ballots.
5. The student will be verbally informed of the final decision to uphold or overturn the original Admission or Retention Committee decision and of the process for further appeal by the chair of the respective committee after the meeting. The chair will write a letter regarding the decision to the

student and a copy will be given to the student and placed in the student's file.

6. The student has the right to further appeal the Committee's decision to the Dean of the College of Health and Human Services in writing within one week after receiving notification of the appeal decision.
7. If the student is retained in the program, the student and their advisor will meet and develop a plan to promote success. Members of the Retention Committee may make recommendations regarding this plan. The plan will address any continuing probationary issues and a schedule for periodic review will be included.
8. Multiple referrals to the Retention Committee while enrolled in the OTD program could result in dismissal from the program.

OTD Graduation Requirements

Students must successfully complete all of the program requirements to graduate from the OTD program and receive their diploma. This includes:

1. Successful completion of all OTD credit hours (estimated 97-102)
2. Successful completion of all didactic coursework, fieldwork, and doctoral capstone experience with a GPA of 3.0 or above.
3. Successful completion of two Level II Fieldwork experiences (OTD 730 and 735; 24 weeks)
4. Successful completion of one Experiential Component (OTD 800; 14 weeks).

Fieldwork Experience/Doctoral Capstone Experiences:

Students complete a variety of field-experiences while enrolled in OTD coursework, including 24 weeks of full-time field experience and a 14-week Capstone Experience. Students are responsible for their own transportation, travel, housing and specific health or compliance related costs, and continue to pay tuition while completing their field experiences.

Time Requirements for Completing Occupational Therapy Program

The OTD Program falls into three categories:

1. Academic Coursework (on campus): The academic portion must be completed within 36 months from initial entry into the program.
2. Level II Fieldwork (24 weeks): Fieldwork experiences must be completed within 24 months of fulfilling the academic coursework.
3. Doctoral Capstone Experience (14 weeks): The experiential component must be completed within 24 months of fulfilling the academic coursework.

Academic Policies

For specific academic policies, refer to the OTD Student Handbook. Handbooks are available by contacting the OT Office.

One Price Tuition Plan

OTD students are covered by the One Price Tuition Plan, which makes financial planning easier by ensuring tuition costs, remain one rate throughout the normal course of full-time graduate study. Graduate program tuition applies to all three years of the program, even if an undergraduate student with senior status in the first year. Students beginning the OTD program cannot use undergraduate scholarships and institutional aid awarded from St. Ambrose University or Loras College toward tuition and fees associated with the OTD Program. Most course fees and some other miscellaneous costs incurred by OTD students are included. Costs for textbooks, technology, fieldwork experiences, room and board and graduation are not included. Contact the OTD program for tuition rate and details. A limited amount of graduate financial aid is available. The Financial Aid Office can provide information on graduate studies loans.

Doctor of Occupational Therapy Curriculum

Semester 1

- OTD 515: Occupational Justice and Foundations of OT • 3 credits
- OTD 520: OT Process: Analyzing Occupations for Individuals and Groups • 3 credits
- OTD 525: Assessment • 3 credits
- OTD 530: Applied Neuroscience in OT • 4 credits
- OTD 540: Analyzing Movement in Occupational Performance • 4 credits

Semester 2

- OTD 550: Interventions IA • 5 credits
- OTD 551: Interventions IB • 5 credits
- OTD 555: Critical Inquiry I • 3 credits
- OTD 560: Fieldwork IA • 3 credits

Interim/Summer

- OTD 575: OT Research Methods • 3 credits
- OTD 580: Leadership and Management in OT Practice • 3 credits

Semester 4

- OTD 600: Interventions IIA • 5 credits
- OTD 601: Interventions IIB • 5 credits
- OTD 605: Critical Inquiry II • 3 credits
- OTD 625: Scholarship I • 2 credits
- OTD 626: Capstone Project I • 1 credit
- OTD 630: Fieldwork IB • 3 credits

Semester 5

- OTD 650: Interventions IIIA • 4 credits
- OTD 651: Interventions IIIB • 4 credits
- OTD 655: Critical Inquiry III • 3 credits
- OTD 660: Fieldwork IC • 3 credits
- OTD 675: Scholarship II • 2 credits
- OTD 676: Capstone Project II • 1 credit

Interim/Summer

- OTD 705: Doctoral Capstone Proposal I • 1 credit
- OTD 710: Doctoral Capstone Proposal II • 2 credits
- OTD 725: Scholarship III (Optional) • 2 credits
- OTD 726: Special Topics (Optional) • 1-3 credits

Semester 6

- OTD 730: Level II Fieldwork • 6 credits
- OTD 735: Level II Fieldwork • 6 credits

Semester 7

- OTD 750: Capstone Project III • 2 credits
- OTD 800: Capstone Experience • 8 credits

Estimated Costs

Tuition

Students should contact the OTD Program directly for information about the One Price Tuition Plan Rate.

Application Costs

Fees may vary. Check website for most accurate fees.

OTCAS Application fee • \$165

Acceptance fee • \$200

Additional Costs

Textbooks (including AOTA Membership) • \$1100-1250

Fieldwork Medical/Site Requirements • \$350

Certification Exam Preparation & Registration • \$500– 800

*Costs listed above are for 2023-2024 and are subject to change. Students seeking admission at a later date should check with the program director for exact current costs.

Doctor of Physical Therapy

College of Health and Human Services

St. Ambrose University offers the Doctor of Physical Therapy (DPT) program to prepare physical therapists to enter the complex and challenging health care environment. The optimal preparation for the curriculum includes an undergraduate emphasis on sciences and humanities, as well as meaningful life experiences. The DPT program is a full-time, two-and-a-half year, face-to-face graduate program. The curriculum is organized with progressive complexity to integrate basic, social and clinical sciences, while incorporating essential trans-curricular topics. The curriculum is based upon the expectations for contemporary physical therapist education and practice outlined in the Guide to Physical Therapist Practice and other pertinent documents, literature and publications. The graduate of this curriculum will be a physical therapist with broad knowledge and skills, and an ability to work in a variety of settings providing services in primary care (e.g., health promotion and wellness, prevention, and acute care) and rehabilitation.

We expect our graduates to be critical thinkers, problem solvers, and person focused professionals. Graduates will be scholarly and reflective practitioners who serve as integral members of the health care team, promote the profession of physical therapy and lead to optimize healthcare. These qualities are inextricably linked to the mission of this institution, which strives to empower Ambrosians to act courageously, seek wisdom through faith and reason, work for justice, and lead lives of service.

Professional Doctor of Physical Therapy Program Mission

The Doctor of Physical Therapy Program prepares highly competent physical therapists who have the broad knowledge and skills required for contemporary physical therapist practice. Graduates of the program will be known for their compassionate care, professionalism, and commitment to lifelong learning.

Admission to the DPT Program

The DPT program is based on a “3 + 2.5 year” or a “4 + 2.5 year” academic model. A minimum of three years are spent completing general education requirements, core courses for the undergraduate major and the prerequisites for the DPT Program. Persons taking advantage of the “3 + 2.5” model must attain their undergraduate degrees before the beginning of their 5th year (the 2nd year of the professional program). Students with a baccalaureate or a graduate degree when they start the DPT program will follow the “4 + 2.5 year” academic model. With both models, the DPT degree will be awarded after successful completion of the two-and-a-half-year professional program.

Students can apply to the DPT Program through three different tracks.

Track I - “3 + 2.5 Year Plan” High School Seniors

Track I is a “3+2.5” plan of study (three years of undergraduate study plus 2.5 years in the DPT Program). It is exclusively for high school seniors who are enrolling as freshmen at St. Ambrose University. Each year up to 15 high school students are granted placement in Track I positions conditionally reserving them a place in the DPT class that will commence with their senior year in college.

Phase A: Track I Application Process during high school

Phase B: Submission of evidence of meeting Track I criteria prior to entry into the DPT program, done during junior year.

Track II – “3 + 2.5 Year Plan”

Track II is a “3+2.5” plan of study (three years of undergraduate study plus 2.5 years in the DPT Program). Track II students must have completed all bachelor’s degree requirements in their major other than those to be completed in the first year of the DPT Program. First year DPT courses are applied toward completion of the undergraduate degree, which must be awarded prior to the beginning of the second year of the DPT Program. Students from institutions other than SAU may also utilize Track II. Students from institutions other than SAU will need a letter from the respective Registrar’s Office indicating that the first year of DPT courses will be credited toward the bachelor’s degree and that the bachelor’s degree will be awarded prior to the start of the second year in the DPT Program.

Track III – “4 + 2.5 Year Plan”

Track III is a “4+2.5” plan of study (four years of undergraduate study plus 2.5 years in the DPT Program). Individuals who are in their senior year of college, hold a

bachelor's degree, or a graduate degree from an accredited four-year college or university may apply using Track III. The bachelor's degree must be awarded prior to the fall they anticipate entering the DPT Program.

TRACK I, PHASE A

Track I students utilize a “3+2.5” plan of study (three years of undergraduate work plus 2.5 years in the DPT Program). First year DPT courses are applied toward completion of the undergraduate degree, which must be awarded prior to the beginning of the second year of the DPT Program. The Track I student will be guaranteed admission into the DPT Program if all of the Phase B requirements are met. A student who does not meet the Track I/Phase B criteria remains eligible to apply to the DPT Program using Track II or Track III.

Track IA Application Criteria and Procedures

To apply for a Track IA position, high school seniors will need to:

- Complete a general application online to St. Ambrose University
- Meet the entrance requirements of St. Ambrose University
- Have completed the equivalent of one year each of high school biology and chemistry. One year of high school physics is strongly recommended
- Attain a minimum of 3.5/4.0 unweighted high school GPA
- Complete and provide documentation of at least 10 hours of observation (20 hours recommended) with a licensed physical therapist in one or more physical therapy settings.
- Complete an acceptable on-site personal interview with DPT faculty members.
- Complete a Track IA application and submit by December 1.

TRACK I, PHASE B

Track IB Application Criteria and Procedures

Track IB applicants will apply directly to the physical therapy department using the Track IB application provided to them by the PT department. They will also be given forms for their reference letters to complete that are similar to the PTCAS reference forms, documentation forms to record observation hours, and a plan of study form. All of this information is submitted directly to the Physical Therapy Department. Students accepted into Track I are required to meet the Track I, Phase B criteria in order to matriculate into the DPT Program their senior year.

- Complete all bachelor's degree requirements in their major other than those to be completed in the first year of the DPT program
- Complete all prerequisite courses with a grade of “C” or above prior to entering the DPT program. (Students in Track I who will not complete the

prerequisites by the spring admissions deadline must provide a detailed written plan of study for completion of the remaining courses prior to final admission into the DPT program). No more than eight (8) credit hours of science prerequisites may be taken at a community college.

- Submit a plan of study detailing how an undergraduate degree will be earned prior to the beginning of the second year of the DPT program.
- Earn and maintain a cumulative grade point average of at least 3.30/4.00 and a prerequisite grade point average of at least 3.30/4.00 by the end of their fourth semester at St. Ambrose.
- Complete a Track IB Graduate Application form provided by the Physical Therapy Department.
- Complete the GRE, with a combined score of 295 or higher on the verbal and quantitative sections. Use GRE institution code 6617 and department code 0619.
- Document a minimum of 20 hours of observation, 50 hours are recommended, with licensed physical therapists. Two or more settings are also recommended. All hours must be completed at the time of submitting the application. *At least 10 hours of observation should take place while a college student. Hours from Phase A will be included in your total hours.
- Submit official transcripts from all undergraduate institutions attended.
- Provide at least one reference from a SAU faculty member and an additional reference from an individual well acquainted with the applicant to the Physical Therapy Department directly from the reference.
- Complete an acceptable on-site personal interview with DPT faculty members.

*Note: St. Ambrose University Physical Therapy Department will not accept online lab courses to satisfy prerequisite requirements. All lab courses must be taken on campus.

TRACK II/III APPLICATION CRITERIA AND PROCEDURES

Track II/III applicants will complete Physical Therapist Centralized Application Service (PTCAS). PTCAS allows students to complete a single application. The application is then sent to programs the students have chosen to apply to (as long as that school participates in PTCAS). Students will send their transcripts to PTCAS for transcript analysis, references will submit their forms through PTCAS, observation hours will be collected through PTCAS, and students will submit GRE scores to PTCAS. A rolling admissions process is used with application review beginning in the early fall. Interviews with admissions decisions start in the fall and continue into the spring. The deadline for application submission is December 1. The minimum cumulative undergraduate GPA required is 3.0 (on a 4.0 scale) or a minimum cumulative GPA of 3.25 (on a 4.0 scale)

for 18 or more semester hours in a science based graduate curriculum. A minimum prerequisites GPA of 3.0 at time of application submission is also required.

PTCAS Applicant Requirements

- Complete all prerequisite courses with a grade of "C" or above prior to enrollment in the DPT Program.
- Attain a minimum 3.0/4.0 cumulative and prerequisite GPA in all undergraduate coursework or a minimum cumulative graduate GPA of 3.25/4.0 for 18 or more semester hours in an approved graduate science degree program.
- Document a minimum of 20 hours of observation, 50 hours are recommended, with licensed physical therapists. Two or more settings are also recommended. All hours must be completed by the time of submission.
- Complete the Graduate Record Exam (GRE) and submit official results to PTCAS
- Submit an application to SAU through PTCAS
- Submit official transcripts from all undergraduate institutions attended through PTCAS
- Submit two references from individuals well acquainted with the applicant through PTCAS
- All international students are required to submit official results from the TOEFL exam and must score at least 600 (written), 250 (computerized) or 100 (internet).
- International students are required to have their transcripts evaluated through the World Education Services (WES).
- Complete an acceptable on-site personal interview with SAU DPT faculty members.

*Note: St. Ambrose University Physical Therapy Department will not accept online lab courses to satisfy prerequisite requirements. All lab courses must be taken on campus.

Track II Specific Requirements

- Track II students must have completed all bachelor's degree requirements in their major other than those to be completed in the first year of the DPT Program.
- Students from institutions other than SAU will need a letter from the respective Registrar's Office indicating that the first year of DPT courses will be credited toward the bachelor's degree and that the bachelor's degree will be awarded prior to the start of the second year in the DPT Program.

Track III Specific Requirements

- The bachelor's degree must be awarded prior to the fall they anticipate entering the DPT Program from an accredited four-year college or university.

Based upon GPA, GRE scores and quality of other application materials, select applicants from both Tracks will be invited for a required on-site interview. While the department receives many applications from qualified individuals, due to the competitiveness of the applicant pool, all qualified individuals may not be invited for interviews. The Department reserves the right to deny an interview or acceptance to applicants that have previously interviewed for the program and were denied admission, or individuals who have academic and/or professional behavior concern in their application process. Individuals who are not invited for an interview or denied acceptance will receive a letter informing them of this decision.

At the conclusion of interviews, admissions data will be processed by the department and selected applicants will be invited to join the DPT program. Students who are accepted into the DPT program will be notified in writing. An alternate list will also be developed. Acceptance responses and fees from the members of the entering class will be required by a specified deadline date. Students in the entering class will be expected to sign the Technical Standards form prior to matriculation.

Prerequisite Courses

Course	SAU Equivalent	Credits
Biology*	BIOL 199, 200	8
Human Physiology‡	BIOL 230, 232	8
General Chemistry*	CHEM 105, 106	8
College Physics*	PHYS 203, 204	8
Statistics/Biostatistics	STAT 213	3
Intro. Psychology	PSYC 105	3
Psychology/Sociology (upper level)		3

* with labs

‡ At SAU, physiology is included in a two semester course sequence with anatomy and includes labs. An appropriate substitute would be a 3 semester hour course in human physiology with lab.

Track IB/II/III Acceptance

Admitted students pay a non-refundable acceptance fee of \$200. Students electing not to join the program by the specified deadline date will be replaced by an applicant on the waiting list. Petitions for waivers of prerequisite courses and appeals regarding the admission process must be directed to the PT Department.

Admissions Appeal Procedure

Applicants for admission to the DPT program have a right to appeal decisions related to admission according to the following procedure:

1. Applicants must file a written appeal of any decision of the Admissions and Retention Committee within two weeks of having received written notification of a committee decision. The appeal must be sent to the director of the Physical Therapy Department and must include the reasons for challenging the Admission and Retention committee's

decision.

2. The director will convene a department Appeals Committee.
3. The decision of the department's Appeals Committee will be made within two weeks after receipt of the appeal.
4. The applicant will be informed in writing of the Appeals Committee's decision on the appeal within two weeks of the decision.
5. The student has a right to appeal the department's Appeals Committee's decision to the dean of the College of Health and Human Services.

Grading Policy

Each course instructor is responsible for establishing and notifying students of the guidelines required to complete course work. The Physical Therapy Department has set the following criteria for assignment of letter grading (percent of total course work):

Letter Grade	Percent	Grade Point Average
A	> 93.0%	4.0
A-	90.0—92.9%	3.67
B+	87.0—89.9%	3.33
B	83.0—86.9%	3.0
B-	80.0—82.9%	2.67
C+	77.0—79.9%	2.33
C	73.0—76.9%	2.0
C-	70.0—72.9%	1.67
D+	67.0—69.9%	1.33
D	63.0—66.9%	1.0
D-	60.0—62.9%	0.67
F	< 60.0%	0.0

Percentages that fall below the cut-point will not be rounded up.

In order to meet program requirement, a student must receive a 70% or higher in order to pass a course. Other grading assignments and policies (Auditing, Quality-Points, Withdrawal from the University, Policy on Academic Dishonesty, Statement on Satisfactory Progress, DPT Student Retention Policy, Retaking a Course, and Second-grade Option) are outlined in this catalog, the University Student Handbook and the DPT Student Handbook. Courses graded Pass/No Pass will require a minimum of 70% for a grade of Pass. Faculty may require a higher minimum passing rate. Refer to the course syllabus provided during the first class period.

DPT Transfer Policy

Transfer students must apply, and be accepted, in the usual cycle of admissions and meet all requirements for admission. Once accepted, they may then appeal to the Curriculum Committee for review of any previous physical therapy coursework prior to matriculating into the program. The

Curriculum Committee, in consultation with individual course instructors, will make all decisions regarding equivalence of courses for the purpose of professional course equivalence. Only credits from another CAPTE accredited program will be accepted. Courses must be recent (within two calendar years) and indicate a high degree of performance (a grade of B or higher). Additionally, a reference letter from a faculty member at the previous program is required. Awarding of transfer credits is decided on a case by case basis. The student applying for professional course equivalence is responsible for providing the necessary documentation to the Curriculum Committee. The Curriculum Committee may request additional information as they feel appropriate.

Withdraw Policy

If a student withdraws from any class in the Doctor of Physical Therapy program, the Department will follow the University Policy on assigning a grade of “W” (withdrawal), “WF” (withdrawal failing) or “WP” (withdrawal passing). Because our curriculum is designed to be completed in a full-time manner with classes taken concurrently, withdrawing from a course will be in effect withdrawing from the program. If a student withdraws, they must reapply for admission to join a future cohort. Students should refer to the Professional Program Leave Policy to determine if a leave of absence should be requested prior to withdrawing from a class and the program.

Grade Appeal Policy

Overview:

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

Actions Permitted:

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

4. Decisions at the Chair level or higher can include either denial of the appeal or upholding the appeal, at which point the final course grade will be changed. The University does not have any liability for any impact to the student for the time period preceding any change to the final course grade in the University's Records & Registration Office.

Procedures and Timeline:

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

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

3. Instructor should notify the student upon receipt of the appeal, but the student is responsible for assuring the receipt of the appeal. If the Instructor cannot be contacted, the student should notify the department Chair of his/her appeal and request assistance in contacting the Instructor.

4. Instructors will e-mail or mail a written decision to the student within 1 week of receiving the appeal. If the Instructor fails to provide a decision within 1 week, the student should notify the department Chair to intervene in obtaining the decision or furthering the appeal.

TIMELINE: Within 1 week from receipt of the appeal

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

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

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

TIMELINE: Within 1 week from receipt of the appeal

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

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

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

TIMELINE: Within 1 week from receipt of the appeal

9. If the Chair's decision is to grant the appeal, the Instructor may appeal, in writing, to the Dean. The Instructor may meet

with the Dean to present information directly related to the appeal.

TIMELINE: Within 1 week after receiving the Chair's decision
10. The Dean will provide a final decision to all parties.

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

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

Exceptions:

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

Grading for Practical Examinations

Practical/laboratory examinations are an important part of the DPT Curriculum. Program faculty members use these exams to assess each student's integration of cognitive, psychomotor, and affective dimensions of learning. Demonstrating safety and competence during a practical examination is considered an essential step in the student's development of entry-level patient care skills. Students are required to pass all practical exams for each course.

Students are expected to demonstrate safe practices and achieve a minimum score of 80% or a "pass" on a "pass/no pass" practical on each individual practical examination. Individual faculty will determine the relevant safety issues for the practical exams for each course. A student failing to attain the above levels on a practical exam will be required to retake that exam. If the average score between the first score and the second score is less than 80%, that average is the grade the student receives. If the average is greater than 80%, the student receives a score of 80%. It is the student's responsibility to schedule a retake time with the course instructor. Any student who fails to demonstrate safe practices or fails to achieve a minimum passing score on the retake examination will receive an "F" grade for the course. Requirements for laboratory examinations (e.g., anatomy) will be described by the course instructor.

The need to repeatedly retake practical examinations may demonstrate inadequate preparation by the student and/or identify students at risk for not passing future clinical education experiences. Therefore, students who do not pass 80% of all practical exams during an academic year on the first attempt will meet with the Admissions and Retention Committee and their advisor in an attempt to help identify strategies to correct this problem. Continued failings of practical examinations on the first attempt may require further action ranging from remediation to dismissal from the program.

Student Retention Policy

The DPT program requires students to maintain a cumulative GPA of 3.0 (on a 4.0 scale) in their professional curriculum to graduate. Students not maintaining a minimum of 2.8 cumulative GPA will be placed on academic probationary status for the semester following the cumulative GPA falling below 2.8. During the probationary semester the student will be advised weekly by their faculty advisor, with the advisor being given status reports every 4 weeks by the student's instructors during the probationary semester. Failure to maintain a cumulative GPA of 2.8 following a probationary semester will result in the student being denied permission to register for the following semester of the Doctor of Physical Therapy program. Readmission to the program will be based upon competitive re-application during the regular admissions cycle or appeal (see below).

This catalog refers to retention policies; specifically, "Retaking a Course" and "Second-grade Option," both of which permit students to retake a course, but differ in how the subsequent GPA is computed. In reality, retaking course work offered in the program would be impractical or difficult due to the sequential arrangement, as well as the anticipated overlapping schedules of first, second and third year classes. If a student does not receive a grade of "C" or higher in a course required for graduation from the PT program, they will be notified by the office of the director and are required to satisfy one of the following options. Until this is done, they may not continue in the professional curriculum without special permission from the Curriculum Committee.

1. Retake the course if scheduling allows,
2. Take a comparable course at another institution, pre-approved by the Curriculum Committee,
3. Complete additional course work in the areas of deficiency as assigned by the course instructor (at his or her discretion) and approved by the Curriculum Committee.

The student repeating a class or completing the required independent study in a course will receive a letter grade, which, will be recorded on the official transcript following the "Second-grade Option" procedure in the SAU Catalog. Inability of the student to complete one of these options with a C grade or above will result in the student being ineligible to continue in the professional program. Readmission to the program will be based upon competitive reapplication during the regular admissions cycle.

The DPT program expects its students to utilize appropriate professional behaviors within academic, clinical and other public settings. In the academic setting, faculty members will review the professional behaviors of each student. Students receiving any unsatisfactory ratings will meet with their faculty advisor to establish a plan with goals for remediation within an appropriate timeline. The plan and timeline will be reviewed and approved by the faculty. If the goals are not met by the approved timeline, the resulting action may range from further remediation to dismissal from the program.

In addition, the following apply to Clinical Education Courses:

1. Students will be required to pass all Clinical Education experiences in order to receive credit toward graduation.
2. The Clinical Education Office will notify students when they have received a “No-Pass” grade on a clinical education experience. This notification shall constitute a “No-Pass” for the experience, even if the student’s transcript lists a grade of “In Progress” for the course.
3. A “No-Pass” grade for a Clinical Education experience will require the student to repeat the experience at a clinical site other than the one in which the student has received the No-Pass grade. The experience must be completed within the subsequent academic session or as soon as it is practical to schedule.
4. “No-Pass” grades for two Clinical Education experiences (whether a repeat or two separate experiences) will be considered grounds for dismissal from the professional program without option to apply for readmission to this program.

Students must complete their academic and clinical course work no later than the end of the academic year following the scheduled graduation date of their class. As dictated by the Financial Aid Office, students must maintain “satisfactory progress” as defined for all SAU graduate students in order to retain federal student financial aid. A graduate GPA of 2.8–2.99 shall be deemed satisfactory progress provided the GPA is raised to a 3.0 after no more than two consecutive semesters. The Admissions and Retention Committee will review the grades of all students whose cumulative GPA is below a 3.0 and together with the faculty advisor, will recommend appropriate avenues for the student to attain the 3.0 status.

If the student has a third semester in a row of a GPA between 2.8-2.99, this may be grounds for dismissal from the program. After the third semester, the A&R Committee will review the mathematical possibility to raise the GPA to 3.0 or higher with the remaining coursework and take into consideration the student’s past academic performance when making the decision to dismiss the student or allow them to continue. Additionally, if at any time a student’s GPA is below a 3.0 and the A&R Committee deems it is not mathematically possible for the GPA to reach a 3.0 with the remaining coursework, this will be grounds for dismissal from the program.

Dismissal Policy

Students will be dismissed from the program for several reasons. These include, but are not limited to:

1. The student’s inability to make academic progress based upon his/her cumulative grade point average.
2. The student’s inability to successfully earn a grade of 70% or higher or “pass” by the second attempt.
3. The student receives a second academic course grade below a 70%.
4. The student receives two “no pass grades” for clinical education experiences.
5. The student’s inability to remediate professional behaviors.

Dismissal may also result from a violation of the St. University Student Code of Conduct. The faculty has a responsibility to exercise its professional judgment in determining a student’s ability to continue in the program. A student who is dismissed from the program, has the right to appeal this decision. See Dismissal Appeal Process below.

Dismissal Appeal Process

A student who has been dismissed may consider the following appeal process. The appeal process must be initiated through the Physical Therapy director within two weeks of the receipt of the letter of dismissal. The following procedure will be followed:

1. The student must meet with the director who will explain the appeal process and discuss the possible outcomes. The following are examples of possible appeal decisions:
 - a. Appeal will be denied;
 - b. Appeal will be accepted. In the event of academic based dismissal, the student is allowed to take a second grade option in an attempt to raise the grade point average. An individual course within the physical therapy curriculum can only be retaken once. No more than two courses total may be retaken in the curriculum.
2. The student will obtain an appeal petition from the director and fill out the appeal petition completely.
3. The student must obtain their academic advisor’s signature on the petition.
4. The student submits the signed appeal petition to the director within one week of the date the petition is obtained.
5. The director will present the appeal petition to the Physical Therapy Admissions and Retention Committee.
6. Within one week of receipt of the petition, the chair of the Admissions and Retention Committee will contact the student to discuss the date/time of the meeting.
7. A student representative will be appointed to assist the Admissions and Retention Committee in its decision. Any members of the committee who have direct involvement in the case or who feel they cannot act in good faith can excuse themselves from the appeal process. In this case, alternate physical therapy faculty members will serve on the committee. The director will serve on the committee ex officio and will only vote if there is a tie.
8. The student has the right to represent themselves and their written petition or they can choose to submit a written petition only.
9. The committee will meet on the appointed date/time with or without self-representation by the student. If the student wishes to present their petition personally, they will be dismissed from the meeting when it is time for the discussion and decision.
10. The committee decision will be made by majority vote with secret ballot.

11. The committee will present the decision to the entire faculty and the director.
12. The director will notify the student both verbally and in writing of the appeals decision with one week of the date of the decision.
13. If the student's dismissal appeal is denied, the student has the right to appeal this decision to the dean of the College of Health and Human Services. This appeal must be submitted to the Dean within 5 business days of receiving the appeal decision. The reasons for appeal must be based on procedural errors, bias against the student, or additional evidence that has come to light that was not initially available.

Graduation Policy

In order to graduate, all students must meet the following standards

1. Attain a cumulative DPT GPA of at least 3.0.
2. Earn a "70%" or higher in all courses or a "pass" in pass/no pass courses
3. Complete all service learning requirements
4. Complete the Portfolio Project (DPT 835)
5. Acceptable participation in mandatory university and college wide events that are not part of a course. This includes two Interprofessional Day events and other events throughout the program.
6. Demonstrate acceptable performance in all Professional Behaviors
7. Complete all clinical education experiences with a grade of "pass".

Commencement Participation Policy

Participation in the St. Ambrose University Commencement ceremony is a public affirmation of a student's successful completion of the DPT program. We realize, however, that select circumstances might prevent a student from completing required course work by the date of the commencement ceremony. Because we view it as desirable that students feel part of the St. Ambrose community by participating in the commencement ceremony, the following departmental policy was adopted.

In order for DPT students to participate in the St. Ambrose Commencement Ceremony, they must:

1. Have attained a cumulative DPT GPA of at least 3.0,
2. Have completed all initial or repeated Clinical Education courses with a grade of "Pass," and
3. In the case item #2 is not satisfied; continue to demonstrate satisfactory performance during any Clinical Education course up through the Thursday prior to commencement weekend.

Participation in the commencement ceremony is not a guarantee that a student will indeed graduate from the DPT program.

Professional Licensure

At the completion of the DPT program, graduates are eligible to apply for licensure in any state and sit for the National Physical Therapy Examination (NPTE) administered by the

Federation of State Boards of Physical Therapy. Once a passing score on the NPTE is achieved along with all state level requirements, a physical therapy license will be issued to the graduate. It is the student's responsibility to apply in a timely manner to individual state licensing agencies for licensure as a physical therapist. Information about state licensing agencies and the National Physical Therapy Examination can be obtained through the Federation of State Boards of Physical Therapy (www.fsbpt.org). All application and examination fees are borne by the license applicant.

DPT Program Requirements for Curriculum

First Year

Fall

DPT 500: Human Gross Anatomy • 5 credits
 DPT 515: Professional Seminar • 0 credit
 DPT 530: Kinesiology/Biomechanics • 5 credits
 DPT 531: Functional Anatomy • 2 credits
 DPT 550: Introduction to Physical Therapy • 3 credits
 DPT 560: Physical Therapy Procedures I • 3 credits

Spring

DPT 520: Pathology & Medical Management I • 3 credits
 DPT 540: Neuroanatomy/Neurophysiology • 5 credits
 DPT 570: Physical Agents • 3 credits
 DPT 580: Clinical Education (3 weeks) • 3 credits
 DPT 635: Clinical Exercise Physiology • 3 credits
 DPT 650: Evidence Based Practice I • 3 credits

Summer

DPT 525: Pathology and Medical Management II • 3 credits
 DPT 645: Pediatrics Therapeutics • 2 credits
 DPT 700: Evidence Based Practice II • 1 credit
 DPT 800: Applied Anatomy and Physiology • 2 credits

Second Year

Fall

DPT 600: Issues in Patient Care • 3 credits
 DPT 620: Musculoskeletal Therapeutics I • 5 credits
 DPT 630: Neuromuscular Therapeutics • 5 credits
 DPT 640: Cardiopulmonary Therapeutics • 3 credits
 DPT 680: Clinical Education (3 weeks) • 3 credits
 DPT 710: Evidence Based Practice III • 1 credit
 DPT 810: Imaging • 1 credit

Spring

DPT 660: Prof Practice in Physical Therapy • 3 credits
 DPT 670: Orthotics and Prosthetics • 3 credits
 DPT 674: Integumentary Therapeutics • 1 credit
 DPT 715: Evidence Based Practice IV • 1 credit
 DPT 720: Musculoskeletal Therapeutics II • 3 credits
 DPT 760: Physical Therapy Procedures II • 4 credits
 DPT 780: Clinical Education (3 weeks) • 3 credits
 DPT 820: Differential Diagnosis • 2 credits

Third Year

Summer

DPT 781: Clinical Education (8 weeks) • 8 credits
DPT 830: Management of the Medically Complex Patient • 1 credit

Fall

DPT 782: Clinical Education (8 weeks) • 8 credits
DPT 784: Clinical Education (10 weeks) • 10 credits
DPT 835: Portfolio Project • 0 credits

Clinical Education Requirements

In order to meet students requirements of the majority of clinical sites, students are required to complete a criminal background check (including child abuse and dependent adult abuse registry checks) and physical exam with immunization history (including MMR, Varicella, Tdap, and Hep B), and the two-step or Quantiferon Gold tuberculosis test at the time of matriculation into the program and Influenza prior to the first clinical education experience and annually. Other immunizations or titers may be required by select clinical sites, students will be informed of these additional requirements as clinical placements are confirmed and they become known. Drug screens may be required prior to or during the clinical experience. Students are responsible for the cost of requirements. Students are also required to document personal health insurance at the time of each clinical experience.

Accreditation

The Doctor of Physical Therapy Program at St. Ambrose University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100 Alexandria, VA 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org. If needing to contact the program/institution directly, please call 563-333-6403 or email pt@sau.edu.

Any person may submit to CAPTE a complaint about an accredited program that allegedly violates CAPTE's Standards and Required Elements or CAPTE's expectations related to program integrity. CAPTE will consider two types of complaints: those that involve situations subject to formal due process policies and procedures established by the institution/program and those that involve situations not subject to formal due process procedures. CAPTE will not consider complaints that fall outside its jurisdiction/authority as expressed in the Standards and Required Elements. When appropriate, complainants will be referred to other organizations to pursue their concern(s). In all communications with individuals seeking to file a formal complaint, it is emphasized that CAPTE will not intervene on behalf of individuals or act as a court of appeal for faculty members or students in matters of admission, retention, appointment, promotion, or dismissal. CAPTE will take action only when it believes practices or conditions indicate the program may not be in compliance with the Standards and Required Elements. Full description and procedures for submission of formal complaints are detailed at www.capteonline.org.

Estimated Costs

The DPT Program sets a One-Price Tuition for all tuition and fees for the full 2.5 years of the DPT Program. This set price includes all tuition, course fees, liability insurance, technology fees, graduation application fees, and a physical therapist tool kit that is used throughout the curriculum.

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

- All housing and living related expenses
- Books and optional course supplies
- Parking fees
- Background checks required for clinical education
- Immunizations for clinical education
- Travel and housing during clinical education
- Graduation regalia (cap and gown)

Orthopaedic Physical Therapy Clinical Residency Program

The Orthopaedic Physical Therapy Clinical Residency Program was established to prepare licensed physical therapists with advanced knowledge and clinical practice skills in the specialty areas of orthopaedic physical therapy. During this one-year program, the residents are employed by clinical sites, manage a full-time patient load and receive four hours a week of mentoring from a board certified orthopaedic physical therapist. Residents also complete over 300 contact hours of didactic learning in the area of orthopaedics at St. Ambrose University. The residency program is credentialed through the American Board of Physical Therapy Residency and Fellowship Education, a branch of the American Physical Therapy Association (APTA).

The mission of this residency program is to prepare licensed physical therapists with advanced knowledge and clinical practice skills in the specialty area of orthopaedic physical therapy. Further, the program will enhance clinical reasoning skills, provide experience in teaching and presenting, reinforce use of best evidence in practice, and facilitate life-long learning.

Program Goals

The clinical residency program will:

1. Provide an advanced and comprehensive curriculum of accredited residency education in the specialty area of orthopaedic physical therapy.
2. Provide residents clinical practice experiences by qualified clinical faculty and other health care professionals specializing in orthopaedics.
3. Provide an environment for residents to apply evidence to clinical practice and contribute to scholarship in the area of orthopaedic physical therapy.
4. Ensure sufficient resources for residency education to accomplish its mission, goals, and outcomes.
5. Be recognized regionally for resident and graduate achievement in orthopaedic physical therapy.

- Will conduct ongoing evaluations of program members for effectiveness and continuous improvement of residency education.

Educational Objectives:

The resident graduate will demonstrate the following at the level of a clinical specialist in orthopaedics:

- Demonstrate advanced orthopaedic physical therapy patient management skills, emphasizing patient safety, intervention effectiveness and efficiency.
- Possess highly effective interpersonal patient management skills to include compassion, written and verbal communication skills, objectivity, and an ability to address issues related to diversity (includes lifespan, gender, culture and ethnicity).
- Demonstrate the ability to teach in patient care, community and educational settings.
- Possess sound clinical reasoning skills and a commitment to lifelong learning.
- Display a high level of professionalism regarding patient care, community and educational settings.
- Be a health care practitioner capable of providing a point of entry into the health care system utilizing advanced medical screening.
- Implement best available evidence in patient care and teaching.
- Demonstrate personal and professional development that enhances their life and lives of others
- Be positioned to be leaders in orthopaedic physical therapy field.

This program is offered as an elective to graduates of the St. Ambrose professional DPT program and is available to outside applicants. See Physical Therapy Department for more details. Current students and interested applicants are encouraged to review additional program information provided on the department's website and in the Clinical Residency Program Student Handbook.

Residency Program Curriculum

Spring

DPT 900: Radiology for the Physical Therapist • 2 credits
 DPT 920: Advanced Musculoskeletal Therapeutics I • 4 credits
 DPT 930: Special Topics in Orthopaedic Physical Therapy: Pain Neuroscience • 2 credits
 DPT 981: Clinical Residency Block I • 5 credits
 DPT 982: Clinical Residency Block II • 5 credits

Summer

DPT 983: Clinical Residency Block III • 5 credits

Fall

DPT 925: Advanced Musculoskeletal Therapeutics II • 4 credits
 DPT 984: Clinical Residency Block IV • 5 credits

Pediatric Physical Therapy Clinical Residency Program

The Pediatric Physical Therapy Clinical Residency Program was established to prepare licensed physical therapists with advanced knowledge and clinical practice skills in the specialty areas of pediatric physical therapy. During this one-year

program, the residents are employed by clinical sites, manage a full time patient load and receive four hours a week of mentoring from a board certified pediatric physical therapist. Residents also complete over 100 contact hours of didactic learning in the area of Pediatrics at St. Ambrose University. The residency program is in the candidacy process through the American Board of Physical Therapy Residency and Fellowship Education, a branch of the American Physical Therapy Association (APTA).

The mission of this residency program is to prepare licensed physical therapists with advanced knowledge and clinical practice skills in the specialty area of pediatric physical therapy. Further, the program will enhance clinical reasoning skills, provide experience in teaching and presenting, reinforce use of best evidence in practice, and facilitate life-long learning.

Program Goals The clinical residency program will:

- Provide an advanced and comprehensive curriculum of accredited residency education in the specialty area of pediatric physical therapy.
- Provide residents clinical practice experiences by qualified clinical faculty and other health care professionals specializing in pediatrics.
- Provide an environment for residents to apply evidence to clinical practice and contribute to scholarship in the area of pediatric physical therapy.
- Ensure sufficient resources for residency education to accomplish its mission, goals, and outcomes.
- Be recognized regionally for resident and graduate achievement in pediatric physical therapy.
- Will conduct ongoing evaluations of program members for effectiveness and continuous improvement of residency education.

Educational Objectives:

The resident graduate will demonstrate the following at the level of a clinical specialist in pediatrics:

- Demonstrate advanced pediatric physical therapy patient management skills, emphasizing patient safety, intervention effectiveness and efficiency.
- Possess highly effective interpersonal patient management skills to include compassion, written and verbal communication skills, objectivity, and an ability to address issues related to diversity (includes lifespan, gender, culture and ethnicity).
- Demonstrate the ability to teach in patient care, community and educational settings.
- Possess sound clinical reasoning skills and a commitment to lifelong learning.
- Display a high level of professionalism regarding patient care, community and educational settings.
- Be a health care practitioner capable of providing a point of entry into the health care system utilizing advanced medical screening.
- Implement best available evidence in patient care and teaching.

8. Demonstrate personal and professional development that enhances their life and lives of others
9. Be positioned to be leaders in pediatric physical therapy field.

This program is offered as an elective to graduates of the St. Ambrose professional DPT program. See DPT department for more details. Current students are encouraged to review additional program information provided on the department's website and in the Clinical Residency Program Student Handbook.

Residency Program Curriculum

Spring

DPT 900: Radiology for the Physical Therapist • 2 credits

DPT 940: Advanced Pediatric Therapeutics I • 4 credits

DPT 981: Clinical Residency Block I • 5 credits

DPT 982: Clinical Residency Block II • 5 credits

Summer

DPT 983: Clinical Residency Block III • 5 credits

DPT 945: Advanced Pediatric Therapeutics II • 4 credits

Fall

DPT 984: Clinical Residency Block IV • 5 credits

Doctoral Courses

Occupational Therapy

OTD 515. Occupational Justice and Foundations of Occupational Therapy • 3 credits

An introduction to the profession of occupational therapy, covering the history, philosophy, practice settings, current status, and future trends of the profession with emphasis upon the concept of occupational justice. Discuss and analyze concepts of evidence-based reasoning, occupational participation, and ethics with reference to conduct, professional development, leadership research, and theory development over time in conjunction with the overarching concept of occupational justice. Specifically, founders and influential theorists will be discussed and related to the development of the current occupational therapy practice framework and scope of OT practice. Prerequisite: Admission to the OTD program.

OTD 520. Occupational Therapy Process: Analyzing Occupation for Individuals and Groups • 3 credits

Within this course students will be initially exposed to the occupational therapy process through learning the occupational therapy practice framework and how to utilize the framework with individuals and groups. This course provides an introduction to professional terminology and the formulation of reasoning processes necessary for occupational therapy practice. Prerequisite: Admission to the OTD program.

OTD 525. Assessment • 3 credits

Evaluation is the essential foundation of the OT process that consists of conducting an occupational profile and analysis of occupational performance. Theories, models of practice, and frames of reference are used to inform and guide choices in assessment to complete an analysis of occupational performance and then ascertain clients' needs, problems and concerns related to occupational performance. Within the course, students will learn to critically examine assessments. Evidence based practice is introduced as a foundational skill. A thorough understanding of the assessment selection and use process, including administration, interpretation, and utilization of assessment findings within the occupational therapy process to reach identified client goals, is the focus. At the end of this course students will be able to locate, evaluate and determine how and why assessments are utilized in the occupational therapy process. Prerequisite: Admission to the OTD program.

OTD 530. Applied Neuroscience for Occupational Therapy • 4 credits

This course introduces the occupational therapy student to the neurological foundations of human performance, behavior, and emotion. The structure of the nervous system and the theories of nervous system organization along with the pathophysiology and management of various neurological disorders will be introduced through lecture and lab experiences. Prerequisite: Admission into the OTD program.

OTD 540. Analyzing Movement in Occupational Performance • 4 credits

Students will build upon previous knowledge of the structure and function of the human body by examining the musculoskeletal system in greater depth. This will include the study of the active and passive structures and the forces that impact human movement. Students will be asked to apply their knowledge of the human body to occupational therapy assessments of strength, range of motion, and analysis of movement. They will gain an appreciation of how limitations in these areas will impact an individual's ability to engage in occupation. This increased knowledge will lay the groundwork for higher-level analysis of abnormal movement patterns and treatment interventions in subsequent coursework. Prerequisite: Admission to the OTD program.

OTD 550. Interventions IA: Interventions with Individuals with Motor and Sensory Dysfunction to Promote Occupational Engagement • 5 credits

This is the first in a series of six interventions designed to critically examine the OT process, client factors, assessment and intervention strategies to promote occupational engagement across the lifespan. Emphasis is placed on understanding theoretical constructs to guide assessment and intervention strategies. The first intervention utilizes theories, models and frames of reference based on developmental, biomechanical and rehabilitative content. Understanding of the motor and sensory systems, and theoretical constructs will guide assessment and intervention strategies. Focus will be placed on the occupational impact that development, disease, and injury can have for individuals across the lifespan. Students will specifically examine typical and atypical functioning, foundational skills for motor and sensory assessment and treatment, and the impact of these deficits on occupational participation. Prerequisites: Completion of the first OTD semester.

OTD 551. Interventions IB: Interventions with Individuals with Motor and Sensory Dysfunction to Promote Occupational Engagement • 5 credits

This is the second of a series of six interventions designed to critically examine the OT process, client factors, assessment and intervention strategies to promote occupational engagement across the lifespan. The second intervention utilizes theories, models and frames of reference based on sensorimotor, motor planning, and motor learning content. Emphasis is placed on understanding of sensorimotor and neuromuscular systems, and theoretical constructs will guide assessment and intervention strategies. Focus will be placed on the occupational impact that development, disease, and injury can have for individuals across the lifespan. Integration of all concepts from the first two intervention courses will be used to complete case-based learning modules. Prerequisite: OTD 550.

OTD 555. Critical Inquiry I • 3 credits

This first Critical Inquiry course focuses on using professional knowledge and evidence to inform OT practice with a particular emphasis on motor, sensory, and neuromotor client factors that support occupational performance. Critical reasoning utilized throughout the OT Process is employed through case-based

learning as students examine the literature and solve issues related to theories, conditions, assessment, needs, and interventions covered in Interventions IA and IB. Through this constant use of the literature students will develop an attitude and process of inquiry that can be utilized whenever faced with a new situation. This reflective process will promote the development of advanced knowledge. Students are encouraged to search the literature in their area of interest; building the foundation for their culminating doctoral project with evidence focused on these client factors as they seek to relate theory to practice. At the end of this course students will identify a possible area of interest, propose and discuss this with faculty mentors and receive feedback to carry forward into upcoming coursework. Prerequisite: Completion of the first OTD semester.

OTD 560. Field Work IA: Fieldwork and Experiential Learning • 3 credits

Fieldwork IA course will integrate information learned in OT courses through field and classroom experiences. Fieldwork will correlate with the intervention courses and focus on using the OT process to assess an individual's motor, sensory, and neuromotor factors. Students will have the opportunity to discuss and synthesize their experiences emphasizing how motor, sensory, and neuromotor factors observed in fieldwork impact occupational performance. Through fieldwork and classroom experiences, students will learn to develop positive professional work skills and behaviors, exhibit ethical integrity, identify the roles of occupational therapists, and understand the occupational therapy process emphasizing person, environment, occupational performance factors. Fieldwork is a Pass/Fail course and you must pass this course in order to progress through the OT program. Prerequisites: Good academic standing in all previous and current OTD coursework. All fieldwork health and training requirements complete.

OTD 575. Research Methods • 3 credits

Research is essential to the profession of occupational therapy. Within this course students will explore quantitative and qualitative research methodologies. Examination of the aim and priorities of research related to the profession, the range of research, characteristics of effective scientific inquiry and the necessity of evidence-based practice to the profession of occupational therapy will be studied. An important emphasis is ethics in research and an understanding of the relationship obligations between researchers and people involved as participants in research. Prerequisite: Completion of the first year of OTD courses.

OTD 580. Leadership and Management in OT Practice • 3 credits

Leadership and Management in OT Practice focuses on the roles, knowledge and skills used when leading and managing OT services. This includes the tasks of planning and organizing systems and programs, addressing staffing and coordination of teams for success, evaluating program outcomes and controlling for quality and finance factors. Students will understand how to complete needs assessments to design and implement programs to address health needs of individuals and populations as well as

outcomes assessments to determine program impact to influence policy and program development. Prerequisite: Completion of the first year OTD courses.

OTD 600. Interventions IIA: Interventions with Individuals with Barriers in Areas of Visual, Perceptual, Cognitive, Psychosocial, or Spiritual to Promote Occupational Engagement • 5 credits

This is the third of a series of six interventions designed to critically examine the OT process, client factors, assessment and intervention strategies to promote occupational engagement across the lifespan. Building on the concepts of Interventions IA and IB this course emphasizes the integration of the sensory, motor, visual, perceptual, and cognitive systems. An understanding of theoretical constructs to guide assessment, intervention strategies, and discharge planning with a focus on cognitive, visual perceptual and sensory processing theories to promote occupational engagement and participation across the lifespan is addressed. Students will examine typical and atypical functioning and disability and the impact on occupational participation. Prerequisites: Successful completion of Interventions IB course work.

OTD 601. Interventions IIB: Interventions with Individuals with Barriers in Areas of Visual, Perceptual, Cognitive, Psychosocial, or Spiritual to Promote Occupational Engagement • 5 credits

The fourth of six interventions courses designed to critically examine the OT process, client factors, performance skills and patterns. Theoretical constructs guide assessment, intervention, and discharge planning with a focus on cognitive, cognitive-behavioral and behavioral theories to promote occupational engagement and participation across the lifespan. Students learn about the psychosocial, spiritual, social, and cognitive client factors that impact typical and atypical functioning, and disability. Impact upon occupational participation and remediation of occupational injustices are addressed. Prerequisite: Successful completion of Interventions IIA.

OTD 605. Critical Inquiry II • 3 credits

In this second course of the CI series, students will continue to use literature and critical reasoning to anticipate the OT Process with a particular emphasis on psychosocial, cognitive, visual perception and spiritual client factors that support occupational performance. Utilizing a case-based learning approach, students will examine the literature and solve issues related to theories, conditions, assessment, needs, and interventions covered in Interventions IIA and IIB. This constant examination and reflection on the literature will encourage students to think beyond current practice skills, behave as consumers and critical reviewers related to available evidence and will promote the development of advance knowledge to inform their doctoral capstone.

OTD 625. Scholarship I • 2 credits

Building upon content knowledge gained in Research Methods and Leadership and Management in OT, as guided by growing individual interests and study in the Critical Inquiry series,

students develop a scholarship agenda that will support the development of their culminating project. Students search literature, develop a research proposal, implement a process of scholarly study, and write scholarly reports as individuals or in small groups. This work will support the development of their culminating project that relates theory to practice and demonstrates synthesis of advanced knowledge. This is the first of at least two Scholarship courses, and possibly three, as guided by their project mentor and committee. The emphasis during this first class will be on finalizing a research proposal, literature review and beginning implementation. Institutional Review Board approval will also be incorporated if the research proposal involves people as participants.

OTD 626. Capstone Project I • 1 credit

Students will work with their mentor during this course as focused on their proposed area of interest for their doctoral capstone project. Students will utilize critical thinking as they examine and reflect on the literature and research and network with persons having content expertise. Students will be encouraged to think beyond current practice skills to promote the development of advanced knowledge. Prerequisites: Completion of OTD 575 and OTD 580.

OTD 630. Field Work IB: Fieldwork and Experiential Learning • 3 credits

Fieldwork IB course will integrate information learned in OT courses through field and classroom experiences. FW IB will focus on analyzing the psychosocial, cognitive, and spiritual factors of clients using the OT process in class and field experiences. Students will have the opportunity to discuss and synthesize their experiences emphasizing how psychosocial, cognitive, and spiritual factors impact occupational performance and participation across the lifespan. Through fieldwork and classroom experiences, students will learn to develop positive professional work skills and behaviors, exhibit ethical integrity, identify the roles of occupational therapists, and understand the occupational therapy process emphasizing person, environment, and occupational performance factors. Fieldwork is a Pass/Fail Course and you must pass this course in order to progress through the OT program. Prerequisites: Good academic standing in all previous and current OTD coursework. All fieldwork health and training requirements complete.

OTD 650. Interventions IIIA: Impact of Context and Environment on Occupational Engagement • 4 credits

This is the fifth of a series of six interventions designed to critically examine how the environment impacts occupational participation across the lifespan. Students will examine how the context and environment may alter the assessment of client factors, treatment planning, intervention strategies, and discharge planning in various practice settings. This course emphasizes environmental theories and models of service provision. Students will understand how clients access the continuum of care including treatment progression, discharge planning and termination of services provided by OT practitioners as part of an inter-professional team. Beyond direct intervention students will gain an appreciation of the complex

issues facing individuals, families, and communities.
Prerequisites: Successful completion of Interventions IIB.

OTD 651. Interventions IIIB: Impact of Context and Environment on Occupational Engagement • 4 credits

This is the final in a series of six interventions designed to critically examine how the environment impacts occupational participation in emerging practice settings, primary care, health promotion, evolving technologies, and community-based programs. This course emphasizes health promotion theories and emerging models of service provision. Focus is on health, wellness, and prevention services in direct care, community-based settings, and population-based health care. Emphasis is placed on the role of OT as coach, consultant, and advocate for occupational justice and an understanding of the impact that complex conditions can have for individuals, families, and communities across the lifespan. The final learning module applies content to prevention and population-based health issues. Prerequisite: Successful completion of Interventions IIIA.

OTD 655. Critical Inquiry III • 3 credits

In this third course of the Critical Inquiry series, students will continue to build upon their reasoning skills and knowledge of the OT Process to understand how contextual and environmental factors, along with client factors, will impact occupational performance. Critical reasoning utilized throughout the OT process is employed as students examine the literature and solve issues related to theories, conditions, assessment, needs, and interventions covered in Interventions IIIA and B. This constant examination and reflection on the literature will encourage students to think beyond current practice skills and will promote the development of advanced knowledge. Additionally, they will continue to develop and modify their culminating projects by adding literature examining these same contextual and environmental factors related to their individualized goals leading toward their culminating doctoral project relating theory to practice. Students finalize individualized objectives and continue to examine literature to support knowledge in their advanced area of interest to carry forward into upcoming coursework and develop a model connecting theory to practice.

OTD 660. Field Work IC: Fieldwork Seminars and Experiential Learning • 3 credits

Through the experiential component of the course students will be challenged to expand their understanding of the OT process and all the Person, Environment, and Occupational Performance factors to a variety of practice settings and environments. The course will correlate with Interventions IIIA and B courses focusing on the environmental impact on occupational performance and population interventions to promote successful engagement in occupations. Fieldwork is a Pass/Fail course and you must pass this course to progress through the OT program. Prerequisites: Good academic standing in all previous and current OTD coursework. All fieldwork health and training requirements complete.

OTD 675. Scholarship II • 2 credits

This is the second of at least two Scholarship courses, and possibly three, as guided by the student's project mentor and committee. The emphasis of this second Scholarship course will be on implementation, analysis, and completion of the research proposal designed to support the culminating project. Topics were initiated in the Research Methods and Leadership and Management in OT courses, guided by growing individual interests and study in the Critical Inquiry series, and a scholarship agenda established in Scholarship I to support the development of their culminating project. Students search literature, implement a process of scholarly study, and write scholarly reports as individuals or in small groups. This work will support the development of their culminating project that relates theory to practice and demonstrates synthesis of advance knowledge.

OTD 676. Capstone Project II • 1 credit

Students will work with their mentor during this course as focused on their proposed area of interest for their doctoral capstone project. Students will utilize critical thinking as they further examine and reflect on the literature and research and network with persons having expertise. They will be encouraged to think beyond current practice skills to promote the development of advanced knowledge. Students finalize individual capstone project objectives in preparation of upcoming coursework where they develop a model connecting theory to practice. Prerequisite: Completion of OTD 626.

OTD 705. Doctoral Project Proposal • 1 credit

This course provides instruction related to the procedures and requirements for completion of the capstone project and experience. Students solidify advanced knowledge applying theory to practice as related to their individual interests as they formalize their capstone projects and present those ideas to faculty and students. Students also formalize all goals, activities, supervision plans, and outcomes related to their capstone experience. Prerequisite: OTD 676; Co-requisite: OTD 710.

OTD 710. Doctoral Capstone Proposal II • 2 credits

This course solidifies the advanced knowledge gained through the academic program into a specific doctoral project proposal. Students use the knowledge gained in analysis and synthesis of client factors, context, and environment factors, population needs and research findings related to their individual interests as they formalize their capstone project that connects theory to practice. The students will continue to build upon their reasoning skills and knowledge of the OT Process to understand the elements of their individual interest and how those impact occupational performance, participation, and overall health and wellness. The student may incorporate interviews, networking, and observation/field hours to identify relevant locations where advocacy and impact could occur during the experiential component. Pre-requisites: OTD 676; Concurrent enrollment in OTD 705.

OTD 725. Scholarship III (Optional) • 2 credits

This course is intended for specialized continued scholarship as indicated by a student's culminating doctoral project needs and

as guided by their project mentor and committee. Students will define individualized objectives for this third optional course in collaboration with their culminating doctoral project mentor and mentoring team. Topics were initiated in the Research Methods and Leadership and Management in OT courses, guided by growing individual interests and study in the Critical Inquiry series, and a scholarship agenda established in Scholarship I and II to support the development of their culminating project that relates theory to practice and demonstrates synthesis of advance knowledge.

OTD 726. Special Topics (Optional) • 1-3 credits

This course explores some aspects of occupational therapy that are of strong interest to the student(s) in greater depth than is possible in a core course and at an advanced level. It may be offered individually or in small groups. Topics are determined by faculty mentors and students. Course may be repeated if the topics are different. This is a pass/no pass course.

OTD 730. Level II Fieldwork • 6 credits

This is the first Level II Fieldwork experience during which students are asked to demonstrate entry-level competency as an occupational therapy professional. These experiences may take place in a variety of practice settings, servicing a variety of clients across the lifespan. These experiences should allow the student to impact the health of their clients through the application of occupational justice; promote evidence-based reasoning and ethical integrity, while enabling practice to develop their competency and professionalism as an occupational therapist. Prerequisites: Good academic standing in all previous and current OTD coursework. All fieldwork health and training requirements complete.

OTD 735. Level II Fieldwork • 6 credits

This is the second Level II Fieldwork experience during which students are asked to demonstrate entry-level competency as an occupational therapy professional. These experiences may take place in a variety of practice settings, servicing a variety of clients across the lifespan. These experiences should allow the student to impact the health of their clients through the application of occupational justice; promote evidence-based reasoning and ethical integrity, while enabling practice to develop their competency and professionalism as an occupational therapist. Prerequisites: Good academic standing in all previous and current OTD coursework. All fieldwork health and training requirements complete.

OTD 750. Capstone Project III • 2 credits

In this course, students present their capstone project that has evolved throughout the curriculum supported by cases and projects. The capstone project reflects a synthesis of advanced knowledge connecting theory to practice. Critical reflection on the didactic coursework, practice experience that students encountered during Level II Fieldwork, and new information observed in the Capstone Experience is utilized to inform the proposed project which describes a service and role occupational therapy could play in support of occupational therapy. Prerequisites: OTD 626, OTD 676, OTD 705, OTD 710.

OTD 800. Capstone Experience • 8 credits

The Capstone Experience is a 14-week full time learning experience with objectives, supervision, and outcomes planned by considering the topic of advanced study that was the focus of the capstone project. The experience objectives are individualized to focus advanced skills in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. The individualized objectives will at a minimum address a link to the domain of OT, occupational justice, occupational engagement of clients (individuals, groups, or populations) and require the use of critical thinking, evidence, and professionalism to both advocate for OT and help students explore a role beyond generalist. Prerequisite: This course may not commence until all didactic and fieldwork coursework is successfully completed.

Physical Therapy**DPT 500. Human Gross Anatomy • 5 credits**

In-depth study of human anatomy as it applies to the practice of physical therapy. Lectures are complemented by student-performed regional dissection of human cadavers, instructor-prepared prosections, and computer-assisted instruction. Emphasis is placed on examining the relationship between the musculoskeletal, neuromuscular, and vascular systems of the body.

DPT 515. Professional Seminar • 0 credit

Introduces resources valuable to becoming an effective graduate student and adult learner. Focus on preparing for successful completion of clinical education experiences and use of available resources.

DPT 520. Pathology and Medical Management I • 3 credits

This course will explore the nature and cause of disease, as well as the current medical management and role of the therapist in the treatment of human disease. Specifically, we will identify the structural and physiologic changes caused by a variety of human diseases. Emphasis will be placed on clinical presentation, etiology, pathophysiology, and current medical management of each disease discussed. The role of the physical therapist in the management of these diseases will be presented. Diseases will be discussed in relation to organ systems after discussion of basic pathologic principles. These include: immune, infectious, endocrine, cardiovascular, hematological, lymphatic, gastrointestinal, respiratory, pediatric, musculoskeletal and neurological.

DPT 525. Pathology and Medical Management II • 2 credits

This course is the second in a two-course sequence that builds on the DPT 520 course. Consistent themes of clinical presentation, etiology, pathophysiology, and current medical management of each disease, as well as the role of the physical therapist, continue to be emphasized. This course requires utilization of all knowledge and skills developed in DPT 520. DPT 525 adds medical management of additional diseases in the

integumentary, hepatic and biliary, reproductive and renal systems.

DPT 530. Kinesiology/Biomechanics • 5 credits

An introduction to factors influencing human normal and pathological motion directed toward rehabilitation. Scientific, biomechanical, structural, physiological, and anatomical principles underlying human tissues and their influence on motion will be studied. Techniques and applicability of analysis to normal and pathological motion will be explored. This course is designed so that the content and sequence parallel with DPT 500 and DPT 560. It also runs simultaneous to DPT 531.

DPT 531. Functional Anatomy • 2 credits

Provide students with the knowledge and psychomotor skills necessary to successfully use and document these basic forms of assessment – visual observation and manual palpation of anatomical landmarks, examination of joint mobility and range of motion, and testing of the muscular strength and performance – in clinical practice.

DPT 540. Neuroanatomy and Neurophysiology • 5 credits

This course provides an in-depth overview of neuroanatomy and neurophysiology with special emphasis on relationships to both normal human function and dysfunction resulting from maldevelopment or injury to the nervous system. These relationships are fundamental to understanding the signs and symptoms that clients will present in the clinic initially, as well as the progression or regression of the patient during therapy. Correlated laboratories will introduce procedures used for the clinical examination of sensory and motor systems.

DPT 550. Introduction to Physical Therapy • 3 credits

Introduction to physical therapy as a health profession, including its history, current issues, and projections for the future. The importance of professional socialization and development will be introduced. Ethical standards for professional conduct, medical-legal aspects, regulation, legislation, and the scope of professional practice will be highlighted. Effective documentation, learning strategies, teaching strategies, and professional relations will be emphasized. Examine select professional issues and societal needs for their impact upon physical therapy and society.

DPT 560. Physical Therapy Procedures I • 3 credits

In this course students will gain skills necessary to perform an evaluation of a patient/person, and begin to develop a treatment plan. Skills that will be developed include: the basics of a subjective evaluation, tests/measures/screens for mental status, vitals (blood pressure, respiratory rate and pulse rate), skin integrity, basic sensation/coordination/balance, general joint range of motion/ muscular strength screening, bed mobility, transfers, assistive devices related to gait, wheelchair mobility, and gait training. Students will also develop skills in the design and implementation of the following therapeutic exercise programs using a problem based approach; balance/coordination, muscle strength, power and endurance, flexibility, agility, and stabilization training. Emphasis will be

placed on rationale for exercise prescription, physiological systems trained, proper performance of techniques, appropriate monitoring of response to exercise, and adjustment of training dosage.

DPT 570. Physical Agents • 4 credits

This course focuses on the physical and physiological basis for safe, effective use of therapeutic biophysical agents, including massage, mechanical compression, heat and cold, laser, biofeedback, and electricity. Theoretical models for understanding the basis for pain are introduced. Emphasis is placed on development of clinical rationale/decision-making, and problem solving.

DPT 580. Clinical Education • 3 credits

This is the first in a series of six clinical education experiences during which the student is to integrate academic materials and practice psychomotor skills including patient examination, assessment, interventions, and documentation which have been presented to date in the curriculum. (See Skills List DPT 580). The student is also expected to observe, discuss and assist the Clinical Instructor with examinations and interventions that have not yet been presented in class. During this fulltime three-week experience, the student will be supervised by his/her Clinical Instructor (a licensed Physical Therapist with at least one year of experience, whose facility contracts with St. Ambrose University for the purpose of providing clinical education experiences). The classroom portion emphasizes utilizing clinical education resources in preparation for selecting future clinical education experiences, as well as application of communication, leadership, and clinical reasoning in the clinical setting.

DPT 600. Issues in Patient Care • 3 credits

This course examines psycho/social/emotional issues that have impact the quality of person-centered care. Influences on effective communication, motivation and adherence, and goal attainment will be assessed. Roles of physical therapists as collaborators, consultants, teachers and care supervisors for persons with a range of psycho/social/emotional needs will be discussed. Specific psychosocial concerns pertaining to mental healthcare will be explored. Strategies for identification/prevention of professional/care giver burnout will be presented. Current events and healthcare hot topics will also be explored through a person-centered care lens.

DPT 620. Musculoskeletal Therapeutics • 5 credits

This is the first in a two-course sequence, addressing patients with musculoskeletal conditions. A quadrant (upper and lower) approach to instruction and testing is utilized in this course. Differentiation is a key theme for the musculoskeletal sequence with emphasis on clinical reasoning (signs and symptoms approach). Interventions include patient education, appropriate modalities and therapeutic exercise for the entire musculoskeletal system and manual therapy for the extremity joints. The course aims to equip students with the skills to help patients achieve their highest level of function, considering factors such as lifespan, cultural background, and individual

goals. This course is integrated with the Cardiopulmonary and Neuromuscular Therapeutics courses.

DPT 630. Neuromuscular Therapeutics • 5 credits

Focus on the physical therapy management of adult patients with neuromuscular disorders related to injury (e.g., cerebral vascular accident, traumatic brain injury, spinal cord injury) or degeneration (e.g., Parkinson's disease, multiple sclerosis) of central and peripheral components of the neuromuscular system. Elements related to examination, evaluation, diagnosis, prognosis, intervention, and outcomes will be highlighted. Concepts related to motor control and motor learning will be incorporated throughout the course. Related research will be used to support interventions and assessment of outcomes.

DPT 635. Clinical Exercise Physiology • 3 credits

This course focuses on the principles of health promotion, wellness, population health, and adult fitness applied to physical therapy management. The course incorporates national and international guidelines on wellness and disease prevention, assessment of cardiovascular and pulmonary disease risk factors, behavioral interventions, anatomy & physiology, and exercise testing and prescription. The application of cardiovascular and pulmonary anatomy and physiology and electrocardiography to human movement and physical therapy management is stressed. This course serves as preparation for content in DPT 640.

DPT 640. Cardiopulmonary Therapeutics • 3 credits

This course prepares students for the physical therapy patient/client management of individuals with primary and secondary cardiovascular and pulmonary disease across practice settings and the lifespan. This class builds upon students' current knowledge in prevention of chronic disease, health promotion, anatomy and physiology, exercise physiology, electrocardiography, pharmacology, and pathophysiology. The connection of the cardiovascular and pulmonary systems to the movement system is stressed. Emphasis is placed on clinical reasoning, evidence-based practice, and professional behaviors.

DPT 645. Pediatric Therapeutics • 2 credits

The focus of this course is developing the foundational skills of pediatric physical therapy. Concepts related to human development, movement skills across the lifespan, reflexes and motor learning are incorporated. Management of pediatric patients with disorders related to injury (e.g., cerebral palsy, myelomeningocele, brachial plexus injury, congenital muscular torticollis), genetic disorders (e.g., Down syndrome, muscular Dystrophy), or other developmental disorders (e.g., Developmental coordination disorder, autism) affecting central and peripheral components of the neuromuscular system are addressed. Elements related to examination, evaluation, diagnosis, prognosis, intervention and outcomes are highlighted. Emphasis is placed on an understanding of the child within the context of their family, community, culture and larger social systems. Frameworks for clinical decision-making are identified and used to guide learning and problem solving throughout the course. Related research is used to support interventions and

assessment of outcomes, as well as incorporate evidence-based practice into pediatric treatment interventions.

DPT 650. Evidence Based Practice I • 3 credits

This course is the first in a four course series that covers topics relevant to clinical research and the principles of evidence-based practice. This course focuses on developing clinical questions and searching for intervention, diagnostic, and prognostic studies. For each study type, emphasis will be placed on research design, sound measurement principles, statistical tests and how to use the studies to answer clinical questions. A major portion of the course will emphasize the critical appraisal and synthesis of the findings of clinical research.

DPT 660. Professional Practice in Healthcare • 3 credits

Last in a series of courses about contemporary issues in health care. The course focuses on the development, administration and management of physical therapy services within current and emerging health care systems. Approaches to optimize the professional effectiveness of practitioners will be emphasized.

DPT 670. Orthotics and Prosthetics • 3 credits

Introduction to concepts of orthotic and prosthetic management of patient conditions. Themes include lifespan, cultural, financial issues and patients own individual goals in helping the patient achieve their highest level of function. Learn psychomotor skills in laboratory such as taping, total contact casting, residual limb wrapping, and therapeutic exercise.

DPT 674. Integumentary Therapeutics • 1 credit

This course focuses on elements of person/patient/client management for individuals who have integumentary issues or diagnoses. These elements include: examination (tests and measures), evaluation, diagnosis, prognosis/plan of care and interventions. Emphasis is placed on development of clinical rationales/decision making/problem solving. Other issues and roles for the physical therapist in integumentary management will also be presented: prevention, promotion of health/wellness/fitness, consultation, education, critical inquiry, administration and appropriate use of support staff. Specific areas of wound/skin management that will be covered are: the normal healing process, various types of wounds, factors that impede healing, wound/patient evaluation, debridement/irrigation, dressings, modalities/physical agents and documentation and reimbursement.

DPT 680. Clinical Education • 3 credits

This is the second in a series of six clinical education experiences during which the student is to integrate academic materials and practice psychomotor skills including patient examination, assessment, interventions, and documentation which have been presented to date in the curriculum (see Skills List DPT 680). The student is also expected to observe, discuss and assist the Clinical Instructor with examinations and interventions that have not yet been presented in class. During this full-time, three-week experience, the student will be supervised by his/her Clinical Instructor who is a licensed Physical Therapist whose facility contracts with St. Ambrose

University for the purpose of providing clinical education experiences.

DPT 700. Evidence Based Practice II • 1 credit

This course is the second in a four course series that covers topics relevant to evidence-based practice and to the research process. This course focuses on systematic reviews, clinical practice guidelines, outcome measures and qualitative research. Emphasis will be placed on research design, sound measurement principles, statistical tests and how to answer clinical questions. Students will apply this knowledge to examples from physical therapy literature to become good consumers of research, fostering critical evaluation of theories and techniques used in clinical practice.

DPT 710. Evidence Based Practice III • 1 credit

This is the third of a four-part course series designed to progress students' abilities to use evidence-based practice (EBP) for use throughout their careers as physical therapists. Students will apply the knowledge and skills learned from DPT 650, DPT 700 and the movement system, with other sources of evidence, patient preferences/circumstances, and clinical expertise. This course will focus on developing students' skills in the application of various forms of evidence to clinical questions and situations. Specific topics include appraisal, interpretation and application of research evidence regarding diagnosis, prognosis, outcome measures, intervention, qualitative, and cost effectiveness. Students will also develop their skills for synthesizing and communicating research evidence to patients, caregivers, and others through written and verbal communication. An evidence-based practice written assignment will be completed for a real-world patient case.

DPT 715. Evidence Based Practice IV • 1 credit

This is the final course of a four-part course series designed to develop physical therapists who use evidence-based practice (EBP) throughout their careers. This course will develop advanced skills for EBP as it applies to complex patient presentations. Students will also develop and present evidence of their knowledge, skills, and abilities in applying evidence-based practice to patient management in a clinical setting. Specific topics include interpretation and critical appraisal of research evidence about diagnosis, prognosis, outcome measures, intervention, the patient experience (qualitative studies), and cost effectiveness. Additional topics include knowledge translation and shared decision making as it relates to evidence-based practice. Students will also develop their skills for synthesizing and communicating research evidence to patients, colleagues and other entities including case-based application of evidence-based practice during a presentation at the EBP Symposium. Complex patient situations across the movement system will be incorporated in the course.

DPT 720. Musculoskeletal Therapeutics II • 3 credits

This is the second of a two-course sequence that builds on the DPT 620 course. Key themes, including the quadrant approach, clinical reasoning, lifespan considerations, cultural humility, and patient-first approach continue to be emphasized throughout the

course. This course builds upon the knowledge and skills developed in DPT 620 with a more in-depth focus on the spine and introduction of the temporomandibular joint. Manual therapy, to include thrust manipulation (thoracic and lumbar spine), is taught in this course. This course is cross curricular in nature, primarily focused on patients with musculoskeletal conditions but considering impairments from other systems.

DPT 760. Physical Therapy Procedures II • 4 credits

This course presents current evaluation experiences and intervention topics applicable to selected patient populations and areas of specialty practice in physical therapy. Topics related to the pediatric population include neonatal intensive care unit, pediatric pelvic health, serial casting, educational setting, Early Intervention setting, and orthotic devices specific for pediatric clients. Topics related to geriatrics include psychosocial considerations for older adults and caregivers, functional assessments, exercise prescription, pain management, fall prevention, nutrition, communication, community resources, and treating clients with dementia. Topics related to other specialty practices in physical therapy include industrial rehabilitation, workstation assessment, aquatics, pelvic health, emergency department, home health, assistive technology, and alternative/integrative therapies. It is anticipated that this course will increase students' exposure to a greater variety of topics, skills, and techniques, and facilitate their interest in pursuing future areas of specialized clinical practice.

DPT 780. Clinical Education • 2 credits

This is the third in a series of six clinical education experiences during which the student is to integrate academic materials and practice psychomotor skills including patient examination, assessment interventions and documentations which have been presented to date in the curriculum. The student is also expected to observe, discuss and assist the Clinical Instructor with examinations and interventions that have not yet been presented in class. During this full-time, three-week experience, the student will be supervised by his/her Clinical Instructor, a licensed Physical Therapist whose facility contracts with St. Ambrose University for the purpose of providing clinical education experiences. The classroom portion of this course focuses on preparing the student for clinical education internships and their future role as a clinical instructor.

DPT 781. Clinical Education • 8 credits

Fourth in a series of six clinical education experiences and notably, the first extended affiliation during which the student is to deliver the continuum of patient care. By the completion of this full-time eight-week clinical experience, the student is to demonstrate entry-level competency in the delivery of patient care in the designated area of clinical practice (acute care, neurological rehabilitation, or orthopedics). The student will be supervised by his/her Clinical Instructor (a licensed Physical Therapist whose facility contracts with St. Ambrose University for the purpose of providing clinical education experiences).

DPT 782. Clinical Education • 8 credits

Fifth of six clinical education experiences. By the completion of this full-time eight-week clinical experience, the student is to demonstrate entry-level competency in the delivery of patient care in the designated area of clinical practice (acute care, neurological rehabilitation, or orthopedics). The student will be supervised by his/her Clinical Instructor (a licensed Physical Therapist whose facility contracts with St. Ambrose University for the purpose of providing clinical education experiences).

DPT 784. Clinical Education • 10 credits

The last clinical education experience. By the completion of this full-time ten-week clinical experience, the student is to demonstrate entry-level competency in the delivery of patient care in the designated area of clinical practice (acute care, neurological rehabilitation, or orthopedics). The student will be supervised by his/her Clinical Instructor (a licensed Physical Therapist whose facility contracts with St. Ambrose University for the purpose of providing clinical education experiences).

DPT 800. Applied Anatomy and Physiology • 2 credits

This course is designed to help students understand and apply anatomical and physiological principles that influence physical therapy practice. Information will build upon prior basic and clinical science course work. An emphasis will be placed on understanding how systemic and cellular adaptations that result from both intrinsic (e.g.: disease, aging) and extrinsic factors (e.g.: injury, training, and pharmacologic intervention) influence rehabilitation. Examples will cross all major practice pattern categories (musculoskeletal, neuromuscular, cardiopulmonary, and integumentary) and the life-span. Students will integrate this knowledge into examination, evaluation, and the development of care plans.

DPT 810. Imaging • 1 credit

This course examines diagnostic testing procedures used in the evaluation of patients. This course will focus on the type of information gained through imaging procedures.

DPT 820. Differential Diagnosis • 2 credits

This course is designed to enhance the student's ability to develop pattern recognition skills for conditions or diseases across the human body systems. Hypothesis development and testing as it pertains to the physical therapy differential diagnosis will be emphasized. This course also addresses appropriate physical therapist interventions, to include referral for conditions or diseases that are not within a physical therapist's scope of practice. Cases of patients having multiple conditions will be used so that students must determine which condition or disease drives the intervention.

DPT 830. Management of the Medically Complex Patient • 1 credit

This course is designed to help students develop their clinical reasoning, perform thorough physical therapy examinations and develop effective care plans for medically complex patients. Building upon an understanding of the relevant pathophysiology, the learner will be challenged to integrate the findings of laboratory tests, diagnostic testing, medical treatment

and procedures, as well as information gained from the patient, their families, other members of the health care team, and current evidence into the decision making process. A case study format, examination/treatment of mock patients, and group work with faculty mentorship will be used to address multiple system impairments across the lifespan and continuum of care.

DPT 835. Portfolio Project • 0 credits

The purpose of the Portfolio Project is for students to capture and reflect upon their growth into highly competent physical therapists ready for contemporary practice. The Portfolio Project will provide a mechanism for students to collect artifacts that demonstrate their growth, self-reflect and discuss their development, and use the peer review process to mentor others in their growth. The project will focus on the Department of Physical Therapy Core Values: (1) Clinical Practice and Patient Management (2) Interpersonal Skills (3) Professionalism, Professional Development and Leadership (4) Scholarship and (5) Service. Service learning is a learning experience that combines community service with preparation and reflection. Students will complete formative reflection activities throughout the curriculum. Students will share their portfolio for feedback at multiple time points beginning at the end of year 1. At the completion of the students will share their final product with faculty and create a summative digital presentation of their portfolio.

DPT 900. Radiology for Physical Therapist • 2 credits

The purpose of this course is to enhance the physical therapist's knowledge of the procedures, and interpretation of selected diagnostic imaging techniques, within the context of orthopaedic physical therapy practice. Students will develop skills necessary to recognize common normal and abnormal radiographic findings emphasizing the relevance and integration of the results into the clinical decision-making process as they impact orthopaedic physical therapy. Students will not be expected to be able to interpret the specific tests for diagnostic purposes.

DPT 920. Advanced Musculoskeletal Therapy I • 4 credits

This course is the first of two that will further explore patient examination, evaluation, intervention, prognosis and physical therapy diagnosis for a patient with upper and lower quadrant musculoskeletal disorders. Didactic and laboratory instruction will include some review of professional DPT musculoskeletal material, with emphasis placed on enhancing skills, particularly clinical reasoning skills, from that level. The resident will be expected to prepare and present current patient cases. Lab sessions will involve specific hands-on techniques related to the upper quadrant. The resident will attend learning opportunities (weekend learning series Manual Therapy I & II and weekly video chats).

DPT 925. Advanced Musculoskeletal Therapy II • 4 credits

This course is the second of two that will further explore patient examination, evaluation, intervention, prognosis and physical therapy diagnosis for a patient with upper and lower quadrant musculoskeletal disorders. Didactic and laboratory instruction will include some review of professional DPT musculoskeletal

material, with emphasis placed on enhancing skills, particularly clinical reasoning skills, from that level. The resident will be expected to prepare and present current patient cases. Lab sessions will involve specific hands-on techniques related to the lower quadrant. The resident will attend learning opportunities (weekend learning series Manual Therapy I & II and weekly video chats).

DPT 930: Special Topics in Orthopaedic Physical Therapy: Pain Neuroscience • 2 credits

This 30-hour course is designed to update students on the latest evidence and clinical application of pain neuroscience education for patients in pain. Current best-evidence has shown that neuroscience educational strategies utilizing neurobiology and neurophysiology are able to reduce pain, increase function, reduce fear and catastrophization, improve movement and also change cognitions and brain activation during pain experiences. This class will systematically discuss the evolution of pain neuroscience education, why neuroscience education is needed in physical therapy and more importantly discuss the clinical application and implementation of pain neuroscience education for patients with acute, sub-acute and chronic pain. This course will incorporate various metaphors, images, examples and case studies on explaining neuroscience to patients in pain, as well as clinical issues such as compliance, pacing exercise and activity, incorporation of pain neuroscience education with traditional movement-based therapy, billing and insurance reimbursement concerns and delivering education in busy clinical environments.

DPT 940: Advanced Pediatric Therapeutics I • 4 credits

This course is the first in a two part course series. The purpose of this course is to enhance the physical therapist's knowledge of administration and interpretation of outcome measures utilized with the pediatric population, as well as advanced handling skills utilized in pediatric physical therapy practice. Residents will develop the reasoning skills needed to select and administer outcome measures to interpret and apply during the clinical decision-making process as part of pediatric physical therapy. Didactic and laboratory instruction will include some review of professional DPT pediatric therapeutics material, with emphasis placed on enhancing skills, particularly clinical reasoning skills, from that level. The resident will be expected to prepare and present current patient cases. Lab sessions will involve specific hands-on techniques related to the outcome measures currently being covered.

DPT 945: Advanced Pediatric Therapeutics II • 4 credits

This course is the second in a two part course series. This course will continue to build upon the physical therapist's knowledge of administration and interpretation of outcome measures utilized with the pediatric population, as well as advanced handling skills utilized in pediatric physical therapy practice. Residents will develop the reasoning skills needed to select and administer outcome measures to interpret and apply during the clinical decision-making process as part of pediatric physical therapy. Additionally, this course will enhance the physical therapist's clinical decision-making process when selecting, utilizing and monitoring the use of pediatric orthotics and

durable medical equipment. Didactic and laboratory instruction will include some review of professional DPT pediatric therapeutics material, with emphasis placed on enhancing skills, particularly clinical reasoning skills, from that level. The resident will be expected to prepare and present current patient cases. Lab sessions will involve specific hands-on techniques related to the outcome measures currently being covered.

DPT 981. Clinical Residency Block I • 10 credits

This course is the first of four, three-month clinical residency internships mentored by an individual with specialization credentials in orthopaedic physical therapy. During this block the resident will be involved in outpatient orthopaedic patient care for 40 hours/week. The resident will receive at least 4 hours/week of mentoring with direct one-to-one supervision from an experienced therapist who specializes in orthopaedics. Assessment will include the development and presentation of one case study with emphasis on evidence-based practice patient care performance.

DPT 982. Clinical Residency Block II • 10 credits

Continuation of DPT 981.

DPT 983. Clinical Residency Block III • 10 credits

Continuation of DPT 982.

DPT 984. Clinical Residency Block IV • 10 credits

Continuation of DPT 983.