# Briar Cliff University

# Catalog

**Undergraduate & Graduate Studies**

**2025-2026**

The university insignia, work of the Briar Cliff Department of Art, sums up the goals of Briar Cliff. The cross proclaims that we are a Catholic university, dedicated to the love that gave all. The most important part of the Briar Cliff philosophy is reverence and concern for each person. This emphasis on the dignity of the individual fosters a friendly, democratic spirit that rejects class lines and racial barriers.

The wavy lines indicate the location of the university in Siouxland, with the Missouri River as the western boundary.

In the impressionistic eagle, the sign of the Sioux tribes who were a part of this area, we see strength and reaching for the heights.

Mater Gratiae, Mother of Grace, proclaims Mary, mother of the Savior, as patroness of Briar Cliff under her title of Lady of Grace.

Caritas, love, is the Franciscan call to the two great commands: love God with all your power; love your neighbor as yourself.

The star speaks of striving upward for knowledge and wisdom.

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# Welcome to Briar Cliff University!

On behalf of the entire Briar Cliff community, it is with great joy to welcome you to our family.

Nearly a century ago, the Sisters of St. Francis embarked on a journey that began with a vision—a dream to create a place of learning, service, and transformation. Today, that dream lives on in each of you. Every day, you are blessed with the power to chase your own dreams, and at Briar Cliff, you'll find the support, guidance, and inspiration to turn those dreams into reality.

As St. Francis of Assisi wisely said, "Start by doing what's necessary; then do what's possible; and suddenly you are doing the impossible." Your journey here will be filled with moments where you start small, take meaningful steps, and before you know it, you'll be achieving things you once thought were out of reach.

Along this journey, you will also encounter challenges—moments of struggle that may feel overwhelming. Remember, these challenges are not obstacles to your dreams; they are stepping stones to your growth and development. Embrace them as opportunities to strengthen your character, sharpen your skills, and deepen your understanding. It is through these struggles that you will discover your true potential and emerge stronger and more resilient.

Whether your dream is to serve the community, to care for our planet, or to foster inclusivity and understanding, Briar Cliff offers you the chance to make a profound impact. Here, you will not only explore who you are but also discover your passions—because passion is the foundation of all great dreams.

We encourage you to pursue your chosen field of study with enthusiasm and dedication. At Briar Cliff, you'll engage in an education that challenges you to think critically, solve problems creatively, and analyze situations with depth and insight. Our exceptional faculty are here to support you, offering their academic expertise and a wealth of knowledge to help you grow into a global thinker and a compassionate leader.

Remember, you are not alone on this journey. Our entire campus community is committed to helping you reach your full potential. If you can dream it, we will stand by you, providing the tools and support you need to achieve it. Just as the Sisters of St. Francis laid the foundation for a place that continues to give back, your time at Briar Cliff will lay the groundwork for a lifetime of fulfillment.

Take a moment to explore the opportunities in front of you, and if you have any questions, don't hesitate to ask. We are here to help you every step of the way as you embark on this journey.

With warm regards and best wishes,

Dr. Matthew Draud
President

# The University: Past and Present

**History**

In 1929, only briar patches covered a 175-foot hill located on the western outskirts of Sioux City, Iowa. But two people - Sister Mary Dominica Wieneke, major superior of the Sisters of Saint Francis, and the Most Reverend Edmond Heelan, bishop of the Diocese of Sioux City - shared a vision. They saw that hill crowned with a Catholic college for women.

Sister Dominica and Bishop Heelan met on March 9, 1929, with members of the Sioux City business community, who committed themselves to raising $25,000 to support establishment of the college in Sioux City.

After this showing of community support, significant events followed in rapid succession. On September 18, 1930, the college, named Briar Cliff after the hill on which it is located, was dedicated. Four days later, 25 women started classes in Heelan Hall, the only building on campus.

In 1937, the university's two-year program was expanded to four years. Fifty-five men were admitted to Briar Cliff in 1965, and coeducation was formalized in 1966 with the admission of 150 full-time male students. The innovative Weekend College program started in the fall of 1979, which became the basis for the university's successful adult degree completion programs. Master's programs were implemented in the summer of 2001. The college officially became a university on June 1, 2001. Online courses were first offered to students in 2006. The first doctoral degree, The Doctorate of Nurse Practitioner, was introduced in 2013.

Briar Cliff's academic growth required an expanding physical plant throughout the years. As time passed, more buildings have appeared on the briar-covered hill: a four-story addition to Heelan Hall in 1948; the library and the Chapel of Our Lady of Grace in 1959; Alverno Hall, a women's residence, in 1964; a gymnasium in 1966; Toller Hall, a men's residence, in 1967; Noonan Hall in 1968; Newman Flanagan Center in 1982; and the Baxter-DiGiovanni Living/Learning Center in 1988. The Bishop Mueller Library was renovated in 1993, the Stark Student Center opened in fall 2000, the McCoy/Arnold Center opened in spring 2004, a three-story addition to Heelan Hall in 2013, and acquisition of the Mayfair Center in 2015.

**Location**

Briar Cliff University is located at the edge of urban development, but is just minutes from downtown Sioux City (tri-state metro population: 125,000). Located where the states of Iowa, Nebraska and South Dakota meet, Sioux City is connected with other metropolitan areas by Interstate Highway 29 and the Sioux Gateway Airport.

**Academic Program**

Undergraduate majors are offered in addition to interdepartmental and divisional majors and pre-professional study. Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, and Bachelor of Social Work degrees are conferred. Briar Cliff also confers the Master of Arts in Management, Master of Health Administration, Master of Science in Nursing, Doctor of Nursing Practice, Doctor of Physical Therapy, and Doctor of Occupational Therapy degrees. The academic year consists of two standard semesters (late August through May) that includes one week of final exams at the end of each semester, additionally there is a shorter summer semester.

**Student Body**
Approximately 1,100 students, both residential and commuter, comprise Briar Cliff's student body. Their average entrance scores are above the national average. One hundred percent of our full-time, daytime students receive some form of financial assistance.

**Accreditation and Approval**
Briar Cliff is accredited as a degree-granting institution by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools. The education program of the university is approved by the State Department of Education of Iowa for the certification of teachers. The social work program is accredited by the Council on Social Work Education. The post-graduate APRN certificate, the Bachelor of Science in Nursing, the Master of Science in Nursing, and the Doctor of Nursing Practice programs are accredited by the Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-sccreditation) and approved by the Iowa Board of Nursing. The Department of Physical Therapy at Briar Cliff 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: http://www.capteonline.org. To contact the program directly, please call 712-279-5500 or email dpt@briarcliff.edu.

The university holds memberships in:

The Association of Catholic Colleges and Universities
The Association of Franciscan Colleges and Universities
The Council of Independent Colleges
The Council for Opportunity in Education
The Higher Learning Commission
The Iowa Association of Independent Colleges and Universities
The Iowa Association of Colleges for Teacher Education
The Iowa College Foundation
The National Association of Independent Colleges and Universities

Documents relating to accreditation and memberships can be reviewed by contacting the Office of the President.

The Higher Learning Commission of the North Central Association can be contacted directly at the following address:
The Higher Learning Commission
North Central Association of Colleges and Schools
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604
(800) 621-7440
www.hlcommission.org

**Articulation Agreements**
Briar Cliff University maintains a number of articulation agreements with other colleges and universities to serve students with specific academic program needs. In some cases, these agreements cover how credits transfer to Briar Cliff University for completion of the baccalaureate degree. In other cases, the agreements allow Briar Cliff University students to transfer to and from degree programs at other institutions while

completing the baccalaureate degree at Briar Cliff University. The following lists identify the institutions with which Briar Cliff University has articulation agreements and which degree programs the articulations cover.

**Articulation agreements in which Briar Cliff University accepts credits**

| Institution | Program |
|---|---|
| Iowa Central Community College | |
| Human Services | Social Work |
| Nursing | Nursing |
| Iowa Lakes Community College | |
| Nursing | Nursing |
| Iowa Western Community College | |
| Nursing | Nursing |
| Little Priest Tribal College | |
| Business | Accounting |
| | Business Administration |
| | International Business |
| Indigenous Science with Health Concentration | Nursing |
| Liberal Arts | Social Work |
| Nebraska Indian Tribal Community College | |
| Human Services | Social Work |
| Northeast Community College | |
| Human Services | Social Work |
| North Iowa Community College | |
| Nursing | Nursing |
| Northwest Iowa Community College | |
| Nursing | Nursing |
| Western Iowa Tech Community College | |
| Accounting | |
| Administrative Office Management | Business Administration |
| | Human Resource Management |
| | Professional Studies |
| Arts and Sciences | Elementary Education |
| Biotechnology | Biology |
| Business Administration | Business Administration |
| Business EDGE | Business Administration |
| | Human Resource Management |
| Criminal Justice | Criminal Justice |
| Finance | |
| Human Services | Social Work |
| International Business | |
| Marketing | |
| Sports Management | |

**Articulation agreements in which Briar Cliff University sends and accepts credits**

| Institution | Program |
|---|---|
| Mercy Medical Center | Medical Laboratory Science |
| Palmer College of Chiropractic | Biology |
| Saint Luke's College – UnityPoint Health | Medical Laboratory Science |
| | Radiologic Technology |
| | Respiratory Care |
| Sanford Medical Center | Radiologic Technology |

For more information on any of these articulation agreements and to begin your degree planning, contact the Admissions Office.

# Mission and Values

**Mission**
Briar Cliff University is a community committed to higher education within a liberal arts and Catholic perspective. In the Franciscan tradition of service, caring, and openness to all, Briar Cliff emphasizes quality education for its students combining a broad intellectual background with career development. The University challenges its members to grow in self-awareness and in their relationships to others and to God.

**Values**
*Our Catholic Franciscan identity*
enhanced by the presence and sponsorship of the Dubuque Franciscan Sisters and the support of the Diocese of Sioux City

*Our challenging academic environment*
which includes a liberal arts education, career preparation, academic integrity and academic freedom

*Our focus on the student*
which promotes academic success and extra/co-curricular experiences

*Our culture of service*
to our constituents, to the Siouxland community and beyond

*Our appreciation of diversity and*
our respect for each person

*Our commitment to shared governance*
and *collaborative decision making*

*Our innovative response to change*
which envisions a promising and confident future

# Community Life at Briar Cliff University

To fulfill the mission, Briar Cliff University

**As a Community of Learners**

provides an effective learning environment supported by quality instruction and active student participation
broadens the individual's perspective through a liberal arts curriculum
develops competencies appropriate to one's field of study
promotes the ability to make responsible judgments in a changing world
creates an atmosphere that inspires innovation and experimentation

**As a Community of Persons**

offers personal attention and equal opportunity to all
creates an environment in which the person can mature intellectually, spiritually, aesthetically, emotionally, socially and physically
sustains a climate that encourages candid dialogue among members of the community
provides for participation of the university community in university governance

**As a Community Within the Catholic and Franciscan Tradition**

fosters respectful acknowledgment of God and acceptance of persons
supports the teachings and traditions of the Catholic Church
encourages the Franciscan values of service, reverence for creation, simplicity, and peace nourishes
Christian life through meaningful liturgical worship and other spiritual experiences promotes
ecumenical dialogue and cooperation maintains a special relationship with the Sister of Saint Francis, Dubuque, Iowa, and the Diocese of Sioux City

**As a Community Among Communities**

develops sensitivity and ways of actively responding to the needs of society
demonstrates a leadership of service both on and beyond the campus
interrelates a regional focus with global awareness cooperates with other institutions, including educational, church, governmental, business, and community service organizations

# Institutional Learning Outcomes

A Briar Cliff University graduate will be a person who –

*Critically examines* knowledge as expressed in the liberal arts tradition;

*Mindfully contemplates* Franciscan values and their application to the self, others, and the realities of present day life;

*Skillfully communicates* in multiple modes and platforms for a diverse, global audience;

*Creatively thinks and problem-solves*; and

*Ethically leads* in purposeful, loving service to creation.

# Admission to Briar Cliff University

## Undergraduate

**Entrance Requirements**
1. Graduation from an accredited high school (or GED equivalency).
2. Sixteen units of high school work. It is recommended that the high school program include:
English, Natural Sciences, Foreign Language*, Social Studies, Mathematics

* Two years (eight units) of high school foreign language fulfills the foreign language requirement. The requirement for a total number of units and the distribution of these units is flexible. Exceptions may be made in certain cases in consultation with the Admissions Committee.

3. Traditional first-year students' admittance requires a minimum 2.0 (on a 4.0 scale) cumulative Grade Point Average (GPA) and a minimum 18 composite score on the American College Test (ACT), or a 61 composite on the Classic Learning Test (CLT), or 960 on the Scholastic Aptitude Test (SAT). SAT includes Critical Reading and Mathematics; the writing score is not included. All test scores will be optional for the academic year 2024-2025.

4. Students seeking full-time admission whose test scores or GPA are below standard requirements may request their application be reviewed by the Admissions Standards Committee. These students will be asked to submit two letters of recommendation and complete two essay questions.

**Application Procedures**
1. Complete an application for admission available at www.briarcliff.edu or by calling the Office of Admissions.
2. Provide an official transcript of high school credits. Provisional acceptance may be granted upon submitting six semesters of high school credits. Final acceptance is contingent upon the receipt of a satisfactory academic record with certification of graduation. Official transcripts should be submitted prior to the student beginning the academic year. Should the official transcript not be received and verified, the student will not be permitted to register for a second semester.
3. Provide scores of the American College Test (ACT) and/or Classic Learning Test (CLT) and/or Scholastic Aptitude Test (SAT).
4. Complete the Free Application for Federal Financial Aid at www.fafsa.gov. The BCU institution code is 001846.
5. Submit a $75.00 enrollment deposit

**Conditional Admission**
Undergraduate students who do not meet the regular acceptance criteria may be admitted to Briar Cliff conditionally because exam results, prior grades, or other academic indicators suggest that they may be able to succeed at college-level work. In addition to the above, students will be required to supply two essays and provide two letters of recommendation. Upon acceptance, conditionally admitted students will be expected in the first week of school to meet with the Compass, coach (if athlete), Student Support Services, and Disability Coordinator (if have IEP or 504). Conditionally admitted students may have their academic load limited (above 12 hours) and be required to register for appropriate development courses.

**Transfer Students**
A student transferring in from another accredited college with at least 15 credits is considered a transfer student. If a student is transferring in less than 15 credits, then the application procedures outlined above for undergraduate students will need to be followed in addition to providing the college transcript.
Transfer students' admittance requires a minimum 2.0 (on a 4.0 scale) cumulative Grade Point Average (GPA). Official transcripts from each post-secondary institution previously attended must be submitted. Grades previously earned will be counted as credit but will NOT be calculated as part of your cumulative grade point average at Briar Cliff. A maximum of 90 transfer credit hours will be accepted from other institutions. For more information, please refer to www.briarcliff.edu.

Students who transfer to BCU are required to fulfill the Core Values Curriculum unless they have received an Associate's of Arts (AA), Associate's Degree in Nursing (ADN), Associate's of Science (AS), or bachelor's degree prior to transferring to Briar Cliff. If they have earned one or more of these degrees, then they are exempt from all of the CVC requirements except:

- Blended Theology and Franciscan Values Course (currently CORE-310) or equivalent
- LIBA-410 or global equivalent

Non-first-time, degree seeking students who transfer in 27 or more credits, but do not have an associate's or bachelor's degree, will take a combination Theology and Franciscan Values Course (currently CORE-310) instead of Core 105 Briar Cliff Experience.

**Application Procedures**
1. Complete an application for admission available at www.briarcliff.edu or by calling the Office of Admissions.
2. Provide official transcripts for each post-secondary institution previously attended to the Office of Admissions.

3. Official high school or GED transcripts are also required for applicants completing a first undergraduate degree.

4. Complete the Free Application for Federal Financial Aid at www.fafsa.gov. The BCU institution code is 001846.

5. Submit a $75.00 enrollment deposit

# Online Degree Completion

Briar Cliff University offers fully online degree completion programs in several undergraduate majors. A two-year associate degree or 60 college credits in a related field are required prior to enrollment. A minimum 2.0 (on a 4.0 scale) cumulative Grade Point Average (GPA) is required for acceptance. Grades previously earned will be counted as credit but will not be calculated as part of the applicant's cumulative grade point average at Briar Cliff. A maximum of 90 transfer credit hours will be accepted from other institutions. Students who transfer to BCU are required to fulfill the Core Values Curriculum unless they have received an Associate's of Arts (AA), Associate's Degree in Nursing (ADN), Associate's of Science (AS), or bachelor's degree prior to transferring to Briar Cliff. If they have earned one or more of these degrees, then they are exempt from all of the CVC requirements except:

- Blended Theology and Franciscan Values Course (currently CORE-310) or equivalent
- LIBA-410 or global equivalent

Non-first-time, degree seeking students who transfer in 27 or more credits, but do not have an associate's or bachelor's degree, will take a combination Theology and Franciscan Values Course (currently CORE-310) instead of Core 105 Briar Cliff Experience.

**Application Procedures**
1. Complete an application for admission available at www.briarcliff.edu or by calling the Office of Admissions.

2. Provide official transcripts from each post-secondary institution previously attended to the Office of Admissions.

3. Official high school or GED transcripts are also required for applicants completing a first undergraduate degree.

4. Complete the Free Application for Federal Financial Aid at www.fafsa.gov. The BCU institution code is 001846.

5. The Online Bachelor of Social Work and Online RN-BSN have additional admission requirements.

For more information and specific program requirements, see https://www.briarcliff.edu/current-chargers/academics.

# Graduate

**Application Procedures (Graduate)**
The Office of Admissions at Briar Cliff University administers the application process for graduate programs. Each graduate department determines eligibility and acceptance for the program. When the Office of Admissions receives an application and all proper documentation, the applicant will be sent an acknowledgment that these items have been received. The respective graduate department will review all applications, determine acceptance and notify applicants of their status. Each graduate department may opt to have admissions deadlines, as well as interviews. All applicants who meet the minimal admissions requirements will be approved for the pool of the specified graduate program. From this pool of approved applicants, those who (a) best exemplify the admission requirements, and (b) are most likely to benefit from the program, will be admitted until the program is full. Once the program is full, the approved applicant may be placed on a waiting list.

Before a decision is made regarding admission to the graduate program, the following must be received by the Office of Admissions, unless a centralized application system is utilized by the Department:
1. One copy of the formal application for admission.
2. A minimum cumulative grade point average (GPA) of 3.0 (on a 4 point scale) from the undergraduate program from which one received his/her degree.
3. An official transcript from all prior undergraduate and graduate studies documenting a baccalaureate degree from an accredited program.
4. Two letters of reference/recommendation from individuals within the profession.

Additional admission requirements may be made by each graduate program.

**Admissions Process for Graduate Students**
1. Once an applicant's application folder is complete, the file will be transferred to the office of the graduate program.

2. Each graduate program will determine and publish the mode for evaluating applications, including whether or not interviews will be part of the process, as well as the maximum number to be admitted, waiting list procedures, and application deadlines.
3. Notification of admission to the graduate program is made by the respective department. After the department notifies the applicant of admission to the graduate program, the student will have a defined amount of time to accept or decline admission to the program. If accepting admissions, the student must pay a minimum of a $250 non-refundable deposit (exact amount dependent on program) that will be applied to the tuition for the first semester. Upon accepting placement and paying the deposit, the student will receive a packet of required documents to complete and return. Students must return the completed paperwork prior to starting classes. Students may be required to complete background checks and/or drug screens based on the graduate program and/or clinical placements. The outcomes of these checks and screenings may affect the admission status of the applicant.

**Additional Certifications**
Certain graduate programs may require additional certifications or trainings prior to matriculation into the program. This may include but is not limited to completion of training for child and dependent adult mandatory reporters, as well as CPR and AED for the Health Care Provider Certification. Students participating in programs that require such training must do so at their own expense.

**Background Check**
In order to maintain the highest standards possible and protect the safety of the public, certain graduate programs may institute a mandatory background check. Students participating in programs that require such checks will be required to submit data for a certified background check at their expense. Individual departments will determine the type of background check that must be completed and when they must be completed by. Students each have confidential access to the results of their own background check status but will be reviewed by each graduate program. Should there be a negative background check finding, the department will determine if a student is eligible to participate in the program and/or clinical courses. Eligibility is based on the nature of the finding, clinical site requirements, and licensure board rules. Students may submit an appeal and supply additional data that may (remove the word 'be') have benefit. Appeal decisions will be judged on documented factual issues. Students may be dismissed from the program in which they are enrolled for not being truthful on an application and/or a negative finding before or during the program of study.

**Conditional Admission**
An applicant for a graduate program may be conditionally accepted to a program if he/she has not completed all prerequisite requirements, completed department specific requirements, etc. All conditional requirements must be completed, with appropriate documentation provided, prior to starting the program.

If the applicant does not meet the minimum grade point average (GPA) requirements but meets all other requirements, the applicant may be conditionally approved for admission to the program. In order to continue enrollment, the student must achieve a 3.0 grade point average on a 4.0 scale for the first semester of courses, excluding the first summer. The student will then change to regular acceptance status and be allowed to register for additional courses in the program.

**Health Status**
A health appraisal may be required for certain graduate programs. For those programs, a completed Briar Cliff University health form must be on file in the health office prior to beginning the program. It is the policy of

Briar Cliff University not to admit to these programs any applicant whose health, in the judgment of the University, might impair the ability to render safe care.
The student may also be required to submit a record of immunizations, including a second MMR if the student was born after 1957. Certain graduate departments may require that students who have not had clinical evidence of chicken pox receive the Varicella vaccine and/or titer. Students may also be required to submit validation of a Hepatitis B vaccine or sign a waiver releasing the agency and Briar Cliff University of responsibility prior to beginning clinical experiences. Additional requirements for certain graduate programs include a Mantoux Test (TB) or report of chest X-ray, which should be submitted at admission to the major and every year prior to beginning the clinical experience. If the Mantoux is positive, the student must be followed up by a physician. Students may not progress within the program and/or clinical courses unless appropriate tests and vaccinations are completed.

Additionally, various graduate programs may have essential functions and technical standards which students must meet in order to progress in the respective program.

**Transfer Students (Graduate)**
Nine credit hours of graduate course work with a minimum grade of 3.0 on a 4.0 scale in each course may be transferred into the graduate program from another accredited institution if they meet the requirements of the graduate program and have been completed within five years of acceptance into the program. Courses taken from a non-accredited institution will not be accepted.

## Military Students

**Veterans/Military Students**
Briar Cliff University is ranked as a Military Friendly School and participates in all active military and Veterans Administration programs, including the 9/11 GI Bill – Yellow Ribbon Program at the 100% level for eligible veterans.
See undergraduate (or graduate) entrance requirements and application procedures or contact the Office of Admissions at 712-279-5200 for assistance. Students participating in Veterans Administration education programs or receiving Veterans Vocational Rehabilitation benefits must also notify the Registrars at 712-279-5448 of their intention to register, as this office will assist with all certification requirements.

Veterans are required by the Veterans Administration to maintain satisfactory progress in pursuit of their educational program. The specifics of these requirements are available from the Registrars and are enforced by Briar Cliff University.

## International Students

Briar Cliff University welcomes international students to its campus.
Non-English-speaking international students who wish to enroll in regular degree-seeking courses must be able to prove English proficiency by taking any of the following tests: Test of English as a Foreign Language (TOEFL), Duolingo, or International English Language Testing System (IELTS), or Cambridge English Preliminary (PET), or Cambridge English First (FCE), or Cambridge English Advance (CAE), or American College Test (ACT), or Classic Learning Test (CLT), or Scholastic Achievement Test (SAT), or International Baccalaureate (IB). Prospective international students should submit their results to Briar Cliff University. Briar Cliff requires a minimum score of 525 on the written TOEFL, or 193 on the computerized TOEFL, or 70 on the Internet-based TOEFL, or 3.7 or higher on the Duolingo test, or B1 (merit) on the PET, B2 on the FCE, C1 on the CAE, and the IB Diploma.

Any student seeking financial assistance should apply in his/her home country to the various agencies offering scholarship grants and loans.

An international student who wishes to apply for admission to Briar Cliff University should provide the following:
1. A completed online application for admission at www.briarcliff.edu.
2. A copy of the student's passport
3. Official school transcripts (English translation required). Students seeking transfer credit for coursework taken at non-U.S. colleges or universities must send their official transcripts InCred for an official evaluation,
4. All non-English-speaking students must submit results of the Test of English as a Foreign Language (TOEFL), Duolingo, International English Language System (IELTS), Cambridge English Preliminary (PET), or Cambridge English First (FCE), or Cambridge English Advance (CAE), or International Baccalaureate (IB).
5. A notarized statement from a financial guarantor that costs while in attendance at Briar Cliff University will be underwritten.
6.Additional information may be requested as needed to complete your application
Issuance of I-20 is based off of review and acceptance of the above documents creating a complete admissions application.
Completed applications should be filed by July 10 for the fall semester and December 10 for the spring semester. For more information, see Briar Cliff University website at www.briarcliff.edu.

## Readmit Students

**Readmission (Former Student Returning)**
Any student who previously attended Briar Cliff University and would like to re-enroll would need to reapply for admissions if they have been withdrawn for two semesters or longer. After consultation and approval from various departments on campus (athletics if athlete, registrar, housing if resident, VP of Academic Affairs, student accounts and financial aid), a student who left in good academic standing (2.0 GPA or higher) is eligible to return with no additional conditions to readmission.
If additional college courses were completed while away from BCU, official transcripts from the institution attended must be submitted as part of the application for admission and evaluation by the Registrar's Office.

Any student in good academic standing (2.0 GPA or higher) who was previously enrolled at Briar Cliff University and would like to re-enroll does not need to reapply for admissions if they have been withdrawn for less than two semesters. After consultation and approval from various department on campus (athletics if athlete, registrar, housing if resident, VP of Academic Affairs, student accounts and financial aid), the student will be able to register for classes with their previous advisor.

If additional college courses were completed while away from BCU, official transcripts from the institution attended must be submitted as part of the application for admissions and evaluation by the Registrar's Office.

Veteran students who are deployed while attending the University do not need to reapply for admissions following their return from deployment if the enrollment falls within the next academic year. Veterans returning to BCU should consult with their previous academic advisor or request a new academic advisor (through the department chairperson), whereupon they can then register for classes. If additional college courses were completed during deployment, official transcripts from the institution attended must be submitted prior to registration.

Students who were dismissed by the Vice President for Academic Affairs for academic reasons (GPA less than 2.0) may apply for readmission only after one academic year (two regular semesters) or more time has elapsed. The application should include a personal statement discussing the student's activities since dismissal

and why the student believes he or she will be more successful if readmitted. Those applications will be referred to the Vice President for Academic Affairs for a decision. The student also must provide evidence of scholarship after dismissal. Courses taken at another university would be considered as evidence of scholarship and would be weighed according to their rigor and final grading, as decided by the committee. If approved, the student will be provisionally accepted with an expectation of working with the Compass and their academic advisor upon enrolling. The deadline for petitioning for readmissions is the Monday of the week before classes start for that semester.

## All Students

All students seeking financial aid must submit a formal application before financial aid will be awarded.

Students interested in part-time enrollment should follow the application procedures outlined above. If there are specific questions, please contact the Office of Admissions at 712-279-5200.

# Financial Data

**Tuition and Fees 2025-2026**

Tuition-per year, full-time ..... $37,322

Per semester, (12-18 credit hours) ..... 18,661

Overload per sem. hr. (more than 18 credit hours per semester) ..... 1,244

Audit fee, per sem. hr. ..... 250

Room*: Single ..... 6,761

Large Private ..... 7,229

Double (per resident) ..... 5,597

Triple (per resident) ..... 6,025

Quad, Baxter-DiGiovanni Center (per resident) ..... 6,093

Alverno Single ..... 7,006

Alverno Large Private ..... 7,491

Alverno Double ..... 5,597

Alverno Triple ..... 6,025

*Residence hall activity fee and laundry are included in the room cost

Board**: 300 meals per semester + $400 Flex ..... 6,363

250 meals per semester + $350 Flex ..... 5,848

180 meals per semester + $500 Flex ..... 5,848

135 meals per semester + $500 Flex (juniors and seniors) ..... 5,549

60 meals per semester + $50 Flex (Medical Exemption) ..... 2,046

**All on-campus resident students are required to be on a board plan.

Summer 2026 Tuition is established in Fall 2025 and will be communicated to students in Spring 2026

Average cost of books and supplies ..... 2,237

**B. Fees**

Loft Rental ..... 129

Parking Permit ..... 95

Athletic (student athletes) ..... 640

Health & Wellness ..... 190

General ..... 1,742

Cengage ..... 260

**C. Other Fees**

Transcript of credits, official ..... 15

Transcript of credits, unofficial ..... 5

Graduation Fee ..... 100

Most lab courses and some other courses include a fee for supplies, which is billed at registration.

**D. For Students Enrolled in Degree Completion Program**

Tuition, per sem. hr. ..... 375

Student Fee, per. sem. hr. ..... 44

Audit Fee, per sem. hr. ..... 250

**E. For Part-Time Undergraduate Students (Fewer than twelve credit hrs. per semester)**

Tuition, per sem. hr. ..... 1,244

Student Fee, per sem. hr. ..... 44

Audit Fee, per sem. hr. ..... 250

Other fees are the same as those charged to full-time students.

**F. Tuition for Senior Citizens**

Senior citizens, anyone 60 or older, may register for classes and receive a special reduction in tuition. Courses may be taken for credit at $250 per sem. hr. for fall, spring and summer courses. Courses may be audited for a $25 registration fee only. Arrangements for these reductions must be made with one of the continuing education admissions counselors.

**G. Master of Health Administration**

Tuition, per sem. hr. ..... 455

Student Fee, per sem. hr. ..... 67

**H. Master of Arts in Management**

Tuition, per sem. hr. ..... 455

Student Fee, per sem. hr. ..... 67

**I. Master of Science in Nursing**

Tuition, per sem. hr. ..... 585

Student Fee, per sem. hr. ..... 67

**J. Doctor of Nursing Practice**

Tuition, per sem. hr. ..... 585

Student Fee, per sem. hr. ..... 67

**K. Doctor of Physical Therapy**

Tuition per semester ..... 3,667
Student Fee, per sem. hr. ..... N/A

# Payment

Briar Cliff's payment policy requires all semester charges to be paid in full or payment arrangements made by the first day of class. Your student account balance may be paid through personal resources, Federal Direct or Private Loans or payment plan.

To assist students and families in meeting their financial obligations, Briar Cliff University offers a wide variety of Federal Direct or Private Loans.

Briar Cliff offers Payment Plans through the Business Office. This plan allows a student to make automatic payments, via auto-debit, on his or her student account. The payment plan is set up for a semester at a time and a new plan needs to be set up each term. Student account balances are due by the first day of class each semester.

The university also accepts most major credit cards. Payment by credit card can be made online, in-person, by phone or by email. Credit card have a 2.5% service fee. Electronic payments via bank information can be made online as well. Electronic payments have a $1.75 service fee. Checks and money orders should be made payable to Briar Cliff University.

Accounts not paid in full by the dates shown on the billing statement may be assessed a finance charge of 1.5% per month on the unpaid balance. All accounts not paid in full by the end of October in the Fall semester and March in the Spring semester will have a $100 late fee added to the balance. If balances are not paid by the end of each term, the University reserves the right to academically withdraw a student for non-timely payment.

Holds will be applied to accounts at the beginning of the semester and removed once the student's balance is paid in full. The student will be unable to register for the next semester if their balance is unpaid. Please be sure all previous balances are paid to ensure you're able to register for your next semester on time.

All charges are subject to change at the beginning of any semester or on 30 days' notice.

# Refunds

A. Tuition
If a student withdraws from a class(es) before the end of the semester, charges for tuition will be made on the following basis:

- Withdrawal during the first seven days of the semester will result in no charge for the student in Fall and Spring semesters.
- Withdrawal during the first three days in the summer semester will result in no charge for the student.

- Withdrawal from class(es) any time after the first seven and/or three days will result in a pro-rated charge based on the number of days the student attended class in the semester up to the 60 % completion date of the semester.

*Withdrawal after the 60 % completion date will result in no refund. Other fees, such as general activity or laboratory, are assessed and payable at registration; they are not refundable*

**B. Housing**

If a student cancels his/her housing contract prior to the end of the semester, charges will be assessed based on the number of days the student was in university housing through the third week of the semester. After the third week of the semester, the student is responsible for 100 percent of the housing charges for the semester.

**C. Meal Plans**

If a student cancels his/her meal plan prior to the end of the semester, meal plan charges will be assessed based on the number of days the student had the meal plan through the third week of the semester. After the third week of the semester the student is responsible for 100 percent of the meal plan charges for the semester.

**Note: Refunds will be calculated from the date of actual notification to the registrar.**

*A student living in university housing will be allowed one day after the official withdrawal date to move out with no additional charge. After that date, the student will be charged per day based on the current charge for periods of non-enrollment (breaks and summer). Any meals consumed in the university cafeteria after the official date of withdrawal must be purchased on a cash basis.*

*Enrollment at Briar Cliff University implies acceptance of these conditions concerning financial matters.*

## Room Damage

Damage to residence rooms and their furnishings beyond ordinary wear will be charged to each student's account. They are due and payable when recorded.

## Holiday Charges

Room charges are based on expenses for the normal number of days in residence and on the assumption that the student will return home for Thanksgiving, Christmas, Easter and interterm holidays. No reduction is made for weekends or other time spent off campus.

An overnight accommodation charge is assessed when a student stays at Briar Cliff University during these holidays. During these holidays, food service facilities are closed.

## Student Health Insurance

All students carrying nine (9) or more credit hours on the Briar Cliff University campus are required to carry health insurance. Coverage may be through the student's parents or through insurance students carry on their own.

# Financial Assistance

To help you reap the rewards of a quality education, Briar Cliff provides a full range of financial aid sources. If you demonstrate the ability to benefit from a Briar Cliff education, we will do everything in our power to ensure that you and your family can meet our costs. Our determination of your level of financial need is based on the results of your Free Application for Federal Student Aid (FAFSA) which takes into account total family income, number of members in the family and other factors.

Every year, Briar Cliff awards more than $20 million in financial assistance. One hundred percent of our first-time full-time student body receives some form of aid, including university scholarships and grants, state and federal grants, loans and work-study opportunities.

## Application for Financial Assistance

1. Students who wish to be considered for scholarships, grants or loans must:
    a. Complete the admissions application and be accepted for admission to Briar Cliff University.
    b. Complete a Free Application for Federal Student Aid (FAFSA) form annually (https://studentaid.ed.gov/sa/fafsa) and submit it online to the Federal processor as early as October 1, annually.
        i. Students submitting their FAFSA will be evaluated for Donor, BCU Annual and Endowed scholarships with priority given to the earliest applicants.
        ii. The FAFSA must be received by the Office of Financial Aid at Briar Cliff University before any Institutional, Federal or State Aid can be awarded.
    c. Academic Achievement, Transfer Academic and Athletic Scholarships which are based on merit/talent are awarded based on your HS/College Transcript and test scores or by the coach for the sport.

## BCU Institutional Aid

BCU offers many different institutional scholarships and grants for students taking on-campus classes only.

- Academic Scholarships for Undergraduate Freshmen and Transfer students based on merit
- Talent Scholarships for Undergraduate Freshmen and Transfer students based on Art/Music/Athletic talent.
- Donor scholarships/grants are based on Donor's intent for the funds.

In general students must meet the following criteria to be eligible for these scholarships:

- Full-time (12 or more credits per term)
- Maintain at least 2.0 BCU CGPA (some scholarships require a higher CGPA)
- Total of all BCU Institutional Aid and Iowa Tuition Grant cannot exceed the full-time tuition cost, with the exception of BCU Residence Assistance Grant and BCU Campus Employment

- BCU Scholarships and Grants are not awarded for the Summer term.

## State and Federal Programs

Eligibility for the following programs is determined through need analysis provided by filing a Free Application for Federal Student Aid (FAFSA).

**Iowa Tuition Grant (ITG)**
The ITG is available to qualified Iowa residents who are enrolled in at least three credit hours or more at a private institution in Iowa. Eligibility for ITG is determined by the FAFSA.

1. Student must be an Undergraduate student in an Associates or Bachelors program.
2. FAFSA must be submitted to the Federal Processor by July 1, annually.
3. SAI (Student Aid Index) from the FAFSA must be at or below 16,000.

The maximum ITG is $7,500 for the 2025-26 academic year, this amount may be reduced due to less than full-time enrollment or a reduced tuition rate. In the event that available state funds are insufficient to pay the full amount of each approved grant, the Iowa College Student Aid Commission has the authority to administratively reduce the award.

**Iowa Opportunity Scholarship (IOS)**
The All-Iowa Opportunity Scholarship Program is a statewide need-based grant program that assists high-need Iowa residents who are enrolled in at least three credits hours or more. Eligibility for the IOS is determined by the FAFSA and the State of Iowa.

1. Student must enroll at an eligible institution for the first time as a regular student within two academic years of high school graduation
2. Student must be an Undergraduate student in an Associates or Bachelors program.
3. FAFSA must be submitted to the Federal Processor by April 1, annually
4. First time applicants must submit the Iowa Financial Aid application by March 1.
    a. Continuing (renewing) students do not have to submit the Iowa Financial Aid Application each year, but must continue to submit the FAFSA by April 1 each year.
5. SAI (Student Aid Index) from the FAFSA must be at or below 10,669. The maximum IOS is $5,334 for the 2025-26 academic year, this amount may be reduced due to less than full-time enrollment or a reduced tuition rate. In the event that available state funds are insufficient to pay the full amount of each approved grant, the Iowa College Student Aid Commission has the authority to administratively reduce the award.

**Iowa National Guard Service Scholarship (INGSS)**
The Iowa National Guard Education Assistance Program provides funds for eligible members of the Iowa National Guard to help with the cost of attending Iowa colleges and universities. The FAFSA and Iowa Financial Aid Application must be completed on or before July 1 for Fall semester.

**Iowa Education and Training Voucher Program (IETV)**
The Iowa Education and Training Voucher (IAETV) Program is a federally funded program to provide postsecondary education and training opportunities to students who are currently or who have been in foster care. The FAFSA and Iowa Financial Aid Application must be completed on or before December 1 for Fall semester.

**Federal Pell Grant**
The Federal Pell Grant provides financial assistance that does not have to be repaid by eligible students. Application is made by completing the Free Application for Federal Student Aid (FAFSA). The Federal Pell Grant program provides grants to full-time and part-time undergraduate students and may be used at any eligible college or university. The award may vary according to the number of credit hours you are enrolled. You must be enrolled for at least twelve hours per semester to receive a full award. The maximum award for the 2025-26 academic year is $7,395. Federal Pell Grant eligibility is based on need and the funding level approved by Congress.

**Students are limited to the equivalent of 12 semesters of full-time Pell Grant (Lifetime Eligibility)**

**Federal Iraq/Afghanistan Service Grant**
If a student's parent or guardian died as a result of military service in Iraq or Afghanistan after the events of 9/11, and the student was under 24 years old or enrolled in college at least part-time at the time of their parent's or guardian's death they may be eligible for further Grant funding.

**Federal Supplemental Education Opportunity Grant (SEOG)**
The Federal SEOG program is for students who show exceptional financial need. Students who show exceptional need, who are Pell Grant eligible and have filed their FAFSA early after October 1 with highest priority given to exceptional need. These limited federal funds are dependent on Congressional appropriations and are awarded by the University in varying amounts.

**Teacher Education Assistance for College and Higher Education (TEACH) Grant**
The Federal TEACH Grant is for students that will be teaching in a low-income school and in a high need field of study. The student could receive a grant of up to $4,000 for four years as an undergraduate and for two years as a graduate.
*To qualify for a TEACH Grant you must:*

- Be a U.S. citizen or eligible non-citizen
- Complete the FAFSA; however, financial need is not a requirement
- Score above the 75th percentile on ACT/SAT or maintain a GPA of at least 3.25
- Be enrolled as an undergraduate or a graduate student
- Be enrolled in coursework that is necessary to begin a career in teaching in an identified
- high need field
- Each year complete TEACH Grant Counseling prior to receiving their first disbursement of TEACH Grant for the year
- Each year sign a TEACH Grant Agreement to Serve (ATS) to teach in a low-income school and in a high need field full-time for four academic years within eight calendar years after completion or withdrawal from the academic program for which the TEACH Grant was received. ATS is located at www.teach-ats.ed.gov and low-income schools at https://studentaid.gov/tcli/

**If service obligation is not met, the grant funds will be converted to a Federal Direct Unsubsidized Loan that must be repaid with interest charged from the date of each TEACH Grant disbursement.**

**Federal Work Study**
Students seeking employment can work on campus and earn a paycheck. If you are eligible for Work Study, it will appear in your Charge Stable under your award offer. You will need to accept your Work Study offer, if you plan to seek employment on campus.

- Work-Study funds are earned through work and paid to students as paycheck.
- Work-Study funds are not posted to a student's BCU bill.
- Most campus positions and off-campus non-profit or governmental positions can be paid through the Work-Study Program.
- BCU receives a limited amount of Work-Study funds from the federal government each year.
- BCUU does not assign Work-Study positions – students need to secure their own Work-Study jobs.
- Work-Study students cannot work during a scheduled class time.
- A student's total earnings from Work-Study cannot exceed the amount awarded.

- Federal Work-Study employees will earn at least minimum wage; however, wages will vary by the employer.
- Work assignments are usually 10 to 20 hours per week.

Briar Cliff hosts a job fair during the first week of the academic year. Students may sign up and visit with interested employers on that day.

Employment earnings are paid twice each month for hours worked. Students may have their pay directly deposited to their student account to pay BCU bill, directly deposited to their own bank account, or a combination of both.

**Federal Direct Loans**

A Federal Direct Loan (subsidized and unsubsidized) is a low-interest loan made to students by the U.S. Department of Education. The interest rate for the Federal Direct Subsidized and Unsubsidized Loan for undergraduate students is fixed for the life of the loan at 6.39% for loans first disbursed on or after July 1, 2025. The interest rate for a Federal Direct Unsubsidized Loan for graduate students is 7.94% for loans first disbursed on or after July 1, 2025. Annual borrowing limits vary based on the student's year in school and FAFSA dependency status.

Direct Subsidized and Unsubsidized Loans have an Origination Fee on the loan, which is removed from the gross amount of the loan, prior to the loan being disbursed to the school. The origination fee is as follows:

- 1.057% for loans first disbursed on or after October 1, 2022

Loan amounts may be limited by a student's total cost of attendance and Federal Need.

| Year | Dependent Students (except students whose parents are unable to obtain PLUS Loans) | Independent Students (and dependent undergraduate students whose parents are unable to obtain PLUS Loans) |
|---|---|---|
| First-Year Undergraduate Annual Loan Limit | $5,500-No more than $3,500 of this amount may be in subsidized loans. | $9,500-No more than $3,500 of this amount may be in subsidized loans. |
| Second-Year Undergraduate Annual Loan Limit | $6,500-No more than $4,500 of this amount may be in subsidized loans. | $10,500-No more than $4,500 of this amount may be in subsidized loans. |
| Third Year and Beyond Undergraduate Annual Loan Limit | $7,500 per year-No more than $5,500 of this amount may be in subsidized loans. | $12,500-No more than $5,500 of this amount may be in subsidized loans. |
| Graduate or Professional Student Annual Loan Limit | Not Applicable (all graduate and professional degree students are considered independent). | $20,500 (unsubsidized only). |
| Subsidized and Unsubsidized Aggregate Loan Limit | $31,000-No more than $23,000 of this amount may be in subsidized loans. | $57,500 for undergraduates-No more than $23,000 of this amount may be in subsidized loans.<br><br>$138,500 for graduate or professional students-No more than $65,500 of this amount may be in subsidized loans. The graduate aggregate limit includes all federal loans received for undergraduate study. |

Dependent students whose parents are denied the Parent PLUS Loan due to credit may be awarded Direct Loans on an Independent Student level.

Federal Direct Loans are based on the cost of attendance (as determined by Briar Cliff), minus any other financial aid the student is receiving.

Students must be enrolled in a degree-seeking program and attending at a half-time or greater status each term to be eligible for Federal Direct Loans:

- Undergraduate-6 or more credits per term
- Graduate and Professional Certificate-5 or more credits per term

To receive a Federal Direct Subsidized/Unsubsidized Loan, on https://studentaid.gov, using your FSA ID and password (same as the FAFSA):

- Complete Subsidized/Unsubsidized Entrance Loan Counseling
    - Done only once

- Complete the Loan Agreement (Subsidized/Unsubsidized MPN)
    - Done only once, expires after 10 years
- Students are offered their maximum eligibility. If they wish to borrow less, or to cancel the loans they have been awarded, they can email their request to the Financial Aid Office at Financial.Aid@briarcliff.edu.

Subsidized Loans-The interest on the loan is paid by the Federal Government while the student is enrolled at least half-time, during the students 6-month grace period, and during periods of deferment.

Unsubsidized Loans-The interest on the loan is not paid by the Federal Government. The student has the option to make interest only payments while attending college. If the student chooses not to make interest payments while attending college, the interest may be capitalized (added to the principle).

Repayment of principle and interest begins 6 months after the student graduates, withdraws or drops to less than half-time enrollment status.

**Federal Direct PLUS Loan**
**For Parents or Graduate/Professional Students**
A Federal Direct PLUS Loan is an excellent option for families who need to borrow beyond the Federal Direct Loan Subsidized/Unsubsidized Loan limits.

A credit check is required and performed by the U.S. Department of Education. The interest rate for the Federal Direct PLUS Loan is fixed for the life of the loan at 8.94% for loans first disbursed on or after July 1, 2025 and before July 1, 2026.

Direct PLUS Loans have an Origination Fee on the loan, which is removed from the gross amount of the loan, prior to the loan being disbursed to the school. The origination fee is as follows:

- 4.228% for loans first disbursed on or after October 1, 2025

Eligibility is limited to the cost of attendance (as determined by Briar Cliff) minus any other financial aid the student is receiving.

To apply for a Federal Direct~~or~~ PLUS Loan, on https://studentloans.gov, using your FSA ID and password (same as the FAFSA):

- Apply for a PLUS Loan (this is where you state how much you want to borrow and the time period for which you are borrowing)
    - Must be done for each new loan
- Complete the Loan Agreement (Parent PLUS or Graduate MPN)
    - Done only once, expires after 10 years

**Financial Aid Adjustments**
Adjustments to a student's financial aid can be related to several factors:

- Receipt of new information concerning the student's aid application
- Clarification of existing information
- Change in enrollment status
- Complete withdrawal from the University
- Additional financial aid

During the first week of each semester, called "Validation Week," students will have an opportunity to change their enrollment status/registration or room/meal plan with no financial penalty. After Validation Week, there will be no adjustment to tuition or financial aid if the student drops a class or changes to a different room/board plan.

If a student adds a class later in the semester (change in enrollment status), he or she will be charged the appropriate tuition and fee, but may not receive an increase in financial aid.

It is extremely important that students validate their enrollment during the first week of each term to receive the maximum financial aid for which they are eligible.

Students who withdraw completely before the end of the refund period will have their financial aid adjusted on the basis of federal regulations governing Title IV funds. Aid will be returned to the proper programs according to the percent of refund calculation based on the date of withdrawal.

Number of days student was enrolled during the term/Number of days in the term = Refund percentage Aid will be returned up through the 60% point of the term. Funds will be returned in the following order: Direct Unsubsidized Loan, Direct Subsidized Loan, Grad PLUS Loan, Direct PLUS Loan, Pell Grant, Supplemental Education Opportunity Grant, and other Title IV programs. State and Institutional funds are calculated and returned on an individual basis.

**Satisfactory Academic Progress (SAP)**
At Briar Cliff University all students applying for federal, state or institutional financial aid must meet the satisfactory academic progress guidelines as established and in accordance with regulations. Students should be aware that their entire academic record will be considered when determining eligibility for financial aid regardless of whether aid has previously been awarded. However, once a degree is earned a student's previous academic record will not be considered when determining academic progress.

Academic transcripts will be reviewed at the end of each period of enrollment (Fall, Spring and Summer semesters). The University's satisfactory academic progress guidelines have all elements and components of the regulation. This policy is as follows:
Satisfactory academic progress for financial aid purposes is defined as meeting **all** of the following:

a. Successful completion of 67% of all credits attempted;
b. Minimum grade point average as follows:
Undergraduate: 2.00 GPA
Graduate: 3.00 GPA
c. Requirements for degree must be completed within a specified time frame. This time frame cannot exceed 150% of the program as measured in credit hours attempted.

"W", "I", and "F" grades will be calculated into the GPA as credits attempted with zero quality points earned. Courses passed with "P" grades will be counted into courses attempted but not into the GPA.

## Financial Aid Appeals

The first time a student does not meet these guidelines a letter will be sent explaining that the student has been placed on warning status. Students will have one preceding semester, to achieve the minimum satisfactory academic progress standards. If a student is unable to meet the minimum standards by the end of

the one semester, the student will then be suspended from federal, state and institutional financial aid programs, until they can achieve meeting these standards on their own, without the use of federal and state financial programs, or the student can submit a successful and approved financial aid appeal. Students who feel there are extenuating circumstances that may have affected the suspension of financial aid have the right to appeal in accordance with the Financial Aid Appeal Process.

**Submitting an Appeal**
Students can submit a Satisfactory Academic Progress (SAP) Appeal to request reinstatement of their federal and state aid eligibility.

Federal regulations limit circumstances for which a suspension of financial aid may be appealed to the following: death of a family member; illness or injury to the student; or other special circumstances beyond the student's control.

To appeal a financial aid suspension, a student must submit a completed SAP appeal form to the university Financial Aid Office. The student must explain the mitigating circumstances that caused the student to fail to meet the SAP standards and must describe what has changed in the student's situation that will allow the student to meet SAP standards by the next evaluation period.

**Appeal Review and Outcomes**
Students may submit appeals prior to or during the semester for which they are requesting financial aid. Students are encouraged to submit appeals prior to the start of the term or as early in the term as possible. The Financial Aid Office will attempt to review all appeals received for a term prior to the end of that term, however, appeals should be submitted **at least six weeks prior to the end of the term** to ensure the Financial Aid Office has time to review and process the appeal and for financial aid to be awarded for approved appeals. Students awaiting the outcome of their appeals are not eligible for Financial Aid Holds to prevent late fees for past-due balances.

Students cannot appeal financial aid suspension for a term that has already ended or that they are no longer attending. Appeals are to be submitted to the Financial Aid Office and then will be reviewed by the Appeal Committee. The Financial Aid Office may request additional information or documentation as needed. Appeal outcomes are final and cannot be appealed.
If a student's appeal is approved, the student will be placed on either financial aid probation or an academic plan. This means that the student will be awarded financial aid for the current or subsequent academic term, contingent upon the student meeting the conditions specified in the approval letter. The university does not grant appeals for prior terms.

Students who are expected to meet SAP standards by the end of the one academic term will be placed on probation.

Students who the Financial Aid Office determines are unlikely to meet the standards by the end of the term will be placed on a student academic plan that specifies what the student needs to do to meet standards at a specific point in time.

For students who were suspended due to GPA or completion rate, the academic plan will include the number of credits a student must successfully complete and/or the GPA the student must achieve each term of the plan. For students who are suspended because they cannot complete their programs of study before

reaching the maximum timeframe, the academic plan will include the specific courses the student will take to complete the program of study.

A SAP review is conducted at the end of each term attended for all students on probation or an academic plan.

- Students on probation who succeed at meeting the SAP standards at the end of the probationary academic term will be reinstated to full financial aid eligibility.
- Students on academic plans who meet the requirements of the plan for that term will be allowed to receive financial aid for the subsequent term attended.
- If at any time during the academic plan the student meets all of the SAP standards, the student will be removed from the plan and reinstated to full financial aid eligibility.
- Students who, at the end of the probationary term, continue to fail to meet the SAP standards will be suspended from financial aid eligibility.
- Students on an academic plan will be suspended from financial aid at the end of any term where they fail to meet any of the requirements of the plan.

Students who are suspended at the end of the probationary term or for not meeting the term requirements of the academic plan may submit a new appeal to the Financial Aid Office. The student must, however, document a different reason than the reason listed in the prior appeal(s).

**Denied Appeals**
Students whose appeals are denied may consider non-federal sources of student financial aid.
A student whose appeal is denied may submit a subsequent appeal covering the same mitigating circumstance as long as the new appeal includes additional documentation that was not provided in a prior denied appeal. A student may also submit subsequent appeals based on different mitigating circumstances.

The Financial Aid Office reviews and makes determinations on all appeals. Students do not have the option to appeal financial aid suspension to any other entity including the U.S. Department of Education or any other University office.

**Reinstatement of Eligibility**
Suspended students who subsequently meet all three (3) of the SAP standards and are in good standing regain their eligibility for financial aid.

## Transfer Students

Transfer students will be assumed to be maintaining satisfactory academic progress at the time of admission. Transfer credits that are accepted at Briar Cliff are counted toward the total attempted credit in determining satisfactory academic progress compliance. Transfer credits are not included in the Cumulative Grade Point Average (CGPA).

## Repeated Coursework

When students repeat a course, the highest grade received is used in the calculation of the cumulative GPA. The Department of Education limits the number of times a student can repeat a course and continue to receive financial aid.

- Once the student has successfully passed a course with a grade of a D or better, the student may repeat the course only once to improve their grade and receive financial aid
- If the student repeats a successfully passed course more than once, the student will not receive financial aid for the second or subsequent repetitions of the class

## Non-Credit Coursework

Non-credit coursework is not counted towards a student's enrollment status for financial aid purposes.

## Resumption of Study with a Suppressed Academic Record (Undergraduate)

Briar Cliff University allows students who have not attended the university for five or more years, to elect to suppress their previous Briar Cliff academic record. The student resumes study with a blank academic record for transcript purposes only.

For Satisfactory Academic Progress purposes, the grades the student earned during previous attendance must be calculated in the cumulative GPA, and the corresponding credit hours must be calculated in the successful completion rate, even though they are suppressed for the transcript. The student may or may not be eligible for federal student aid depending on their Satisfactory Academic Progress from when they last attended.

# The Briar Cliff Community

While academic pursuits are the primary focus of students, Briar Cliff also commits to meeting the developmental needs of students in their social, personal, spiritual, physical and cultural dimensions. Involvement and interaction outside the classroom contribute significantly to a student's personal growth and development. Briar Cliff strives to focus on "community" involvement through active student participation and leadership.

Briar Cliff University stresses the importance of the individual. Because students come to college with varying capacities, hopes and values, a person-to-person approach assures the greatest personal, academic and vocational adjustment and growth. The Office of Academic and Student Affairs encourages students to develop in a responsible, cooperative and community-focused spirit. This is accomplished by emphasizing the whole person, attending to individual differences and supporting students at their various levels of development.

Briar Cliff University offers a wide range of opportunities for students that promote leadership development as a lifelong process. Leadership activities are designed to instill in students the values, skills, abilities and attitudes that will make them successful leaders.

## Center for Excellence in Learning and Teaching (CELT)

The Center for Excellence in Learning and Teaching (CELT) at Briar Cliff University aims to be a central point for faculty development and student success. Its mission is to support faculty in becoming excellent teachers and scholars, thereby enhancing the learning environment for students. CELT defines excellence through effectiveness, engagement, and the use of evidence-based practices for continuous improvement in teaching and learning. The CELT community encompasses anyone involved in student instruction, including faculty, advisors, administrators, and staff. CELT facilitates discussions on learning-centered education and pedagogical best practices, provides resources for community engagement, and inspires professional growth and innovation. They achieve this through activities such as class visits, consulting, workshops, presentations, and collaborations, while also maintaining a resource repository.

## Briar Cliff Student Government (BCSG)

The BCSG is the voice for the student body. One major function is to keep an open line of communication among students, administrators and faculty. Student representation on University committees helps ensure vital input into academics, student life, and University-wide policies.

## Campus Ministry

Campus Ministry focuses on the spiritual life and pastoral care needs of the BCU community, offering a variety of opportunities for liturgical involvement, retreats, Bible study/prayer groups and RCIA. It strives to provide an environment for community building and meaningful ministry opportunities nationally and internationally for students and employees including mission trips. It also seeks to educate and involve the BCU community in a deeper understanding and living out of the Catholic Franciscan values which are core to the unique identity of Briar Cliff.

Campus Ministry is the central office on campus for local service opportunities. Campus Ministry provides students opportunities to volunteer on and off campus through a variety of programs and projects. Special

projects include the Senior Citizen's Luncheon, the Christmas Party for People with Disabilities, and the Easter Egg Hunt. Campus Ministry can connect students with other opportunities off campus that include but are not limited to the Mission of the Messiah, Soup Kitchen, and Habitat for Humanity.

## Career Education

Career Education assists students in developing the skills necessary to make transitions to their chosen careers, gain valuable work experiences through meaningful internship programs, and continue their education in graduate or professional schools. Career Education offers job and internship opportunities, résumé uploads and electronic portfolios via College Central Network available to students and alumni. The office of Career Education oversees both on-campus and off-campus work-study.

## Chicago Experience

Briar Cliff offers students the opportunity to live, work and study in Chicago. Chicago Semester (CS) is a full-semester fall or spring program of study and hands-on professional experience located in the heart of the "Windy City." Students earn full semester credit from the 32-hour per week internship and seminars that CS offers.

Throughout the semester, students gain first-hand experience applicable to life after graduation as they begin the bridge the gap between academic life and full-time work. No matter what your major, CS connects students with agencies and organizations that provide stimulating work settings and valuable career experiences. Twice each year a CS recruiter visits the Briar Cliff campus to speak with students. For application information, contact the Career Education Office and visit the Chicago Semester Web site at www.chicagosemester.org.

## Compass

The Compass provides students with the resources and services necessary for academic success. Located off of the Heelan Hall Atrium, The Compass provides a one-stop shop for any questions that students might have about being successful at Briar Cliff University. Through one-on-one appointments, peer support and mentoring, workshops, and other activities, The Compass empowers students to develop a comprehensive set of life and academic skills, connects students with all campus bodies, and offers the social, academic and personal support necessary to persist. The Compass is also a point of referral to assist faculty in identifying appropriate resources available for students to provide early intervention to ensure academic success and engagement. When in doubt, faculty can refer a student to The Compass and they will ensure that a student gets connected with needed resources.

## Developmental Skills Program

Some students enrolled at Briar Cliff University may require additional academic development to become successful at the college level. The university's developmental skills programs include resources and courses which are specifically designed to strengthen students' academic skills.

Students assessed as needing assistance in developmental skills will be advised to take necessary courses during the first term and throughout the academic year. Courses of instruction which are required for academic development may be included in the calculation of a student's credit hours for purposes of defining status for financial aid and athletic eligibility.

## Health and Counseling Center

The Health and Counseling Center includes the services of licensed nursing staff and a mental health counselor. The center provides basic services at no cost, however, minimal charges may be incurred for diagnostic testing, immunizations, and TB screenings. Students will be encouraged to become proactive and responsible for their health management. The center will assist them in developing a healthy lifestyle which will ultimately contribute to their personal success. Students needing the assistance of the Health and Counseling Center are encouraged to visit the walk-in clinic; however, students seeking the help of the counselor are encouraged to make an appointment.

## Information Technology (IT) Center

The IT Center is located in Heelan Hall 140 and serves the entire campus. Briar Cliff has a campus-wide network of computers that offer the most current up-to-date versions of many discipline specific software packages. Students have access to computer labs with network printers in each Residence Hall and the Library. Instructional computer classrooms located in Heelan Hall Rooms 112 and 138 may be utilized by students when classes are not in session. Each classroom is equipped with computers and projection systems featuring the latest technology to enhance learning. Student residence rooms are equipped with network/data jacks that allow each student access to the Briar Cliff network and internet from their room. In addition, Briar Cliff offers campus-wide wireless internet coverage. The IT Center maintains servers that provide email, individual file shares and network access accounts.

## Intercollegiate Athletics

The intercollegiate athletic program provides students with an opportunity to develop a degree of proficiency in athletic skills beyond that ordinarily gained through intramurals.

Competition is provided for men in baseball, basketball, cross country, E-Sports, football, golf, soccer, track, and wrestling. Women compete in basketball, cross country, E-Sports, golf, softball, soccer, track, and volleyball. The emphasis in all sports centers on the educational value of participation. Athletic scholarships are available in conjunction with filing for financial assistance with ability and need both being considered. The athletic programs at Briar Cliff have a tradition of being among the elite on both the regional and national levels.

Participation is restricted to full-time students who conform to the eligibility rules of the university and the National Association of Intercollegiate Athletics (NAIA), with which the university is affiliated. NAIA regulations are very complex. Questions may be presented to either the faculty athletic representative or athletic director. Certification of eligibility is not complete until an official college transcript and document of athletic history are evaluated by the registrar, faculty athletic representative, and athletic director. Prior to an official evaluation, all statements concerning eligibility must be considered unofficial.

## Recreational Sports Programs

A well-developed, extensive program of recreational sports is available to all students. Sports are offered for men, women and coed teams in dodge ball, basketball, soccer, volleyball, and softball. The aim of the Intramural/Recreational Sports Program is to provide each individual with an opportunity to participate in his/her favorite type of competition and to have fun. Briar Cliff believes that these opportunities help students develop physically and socially, and to enjoy their leisure time.

The Newman Flanagan Center provides the indoor facility for athletic and recreational needs of the students. The center can be utilized as two basketball courts, two volleyball courts or four badminton courts. There is also a suspended indoor jogging track, classroom and a large activity area. The 39,000 square-foot center is 80-percent underground.
The McCoy-Arnold Center opened in 2004. This building is a multipurpose recreation building with a weight room, wrestling room, training room, equipment room, and a locker room. All students have access to the weight room (at selected times).

Bishop Mueller Field, a baseball/softball complex located at the south entrance of the university, was dedicated in 1982. Totally enclosed with chain-link fence, the fields are well-manicured and include an underground sprinkler system, walk-in dugouts, and scoreboards for each field. Faber Field, located behind the Flanagan Center, became the home field for the Charger soccer program in 1991. The field includes an underground sprinkler and drainage system, bleachers, and a scoreboard. In 1998, the Guarneri Soccer and Practice Complex was dedicated. The complex, which also includes Faber Field, is located on the far northwest edge of campus and consists of a soccer practice field and a football practice field. Other outdoor recreation areas include two tennis courts, a competition-level sand volleyball court, and a Frisbee golf course.

## Learning Communities

Intentionally using a cooperative, Franciscan service-learning perspective, Briar Cliff University's Core Values Curriculum learning communities aim to foster intellectual development and personal and professional growth by holistically engaging our campus, Siouxland region and global society, and by offering our entire BC community value-centric opportunities to collaborate and build meaningful, long-term personal and institutional relationships.

## Library and Information Services

Conveniently located between Heelan Hall & the Stark Student Center, Bishop Mueller Library is a two-story building with a variety of seating and study spaces designed to accommodate the diverse needs of the campus community. The library offers access to print and electronic resources, a computer lab, tables and casual seating where students can work individually or in small groups.
Library collections include print and electronic formats of books and journals as well as equipment for use by anyone with a current BCU I.D. The library provides access to an extensive array of online databases and research tools to facilitate access to information. Librarians conduct classes and provide assistance in-person, via telephone, and email. Through the library's interlibrary loan system, students are able to obtain materials from state, national, and international library collections. BCU students also enjoy borrowing privileges at libraries in the Sioux City Library Cooperative.

Study material placed on reserve by professors for specific coursework is made available to students at the main service desk just inside the building. The lower level of the library houses the Children's Book Collection, the mezzanine is the home of the Roth Entrepreneurship Collection, and the second floor is home to the Academic Resource Commons.

## New Student Programs

New Student Programs works to ensure a smooth transition to campus life for our first-year students. The office coordinates summer orientation and Charger Weekend. In addition, first-year academic advising and the freshman seminar course are coordinated through New Student Programs. Collaboration with both academic and student service offices are central to the work of the office. New Student Programs is active in the learning community model and committed to being a strong partner in holistic student success.

## Organizations and Publications

Honor societies, including those in history, nursing, as well as disciplinary and departmental clubs and organizations, enable the student to develop a sense of professionalism and service.

## Securities and Residence life

The Securities and Residence Life department oversees students living on campus as residential staff and ensures the physical safety of our students, faculty, and staff.

The residence life staff consists of live-in professional and student staff members. The staff works cooperatively to help students capitalize on the academic, cultural, spiritual, and social opportunities inherent to residential living. The staff, along with residential students, strives to maintain academically centered, safe, and comfortable living conditions within the residence halls.

Area Coordinators and/or Resident Assistants live in each building to serve residential students. Staff members' major roles include facilitating the development of the residential community, serving as a resource to students, providing support to students who have personal concerns, planning and participating in social and educational events with students, managing administrative tasks, and supporting a safe and comfortable living environment through community adherence to University policy and procedures.

## Housing Agreement

Housing agreements are for the entire academic year and cannot be terminated without the written consent of the Director of Campus Life and Safety. Residential students are responsible for all terms of the housing agreement. The University reserves the right to grant individual exemptions to the residency policy on a case-by-case basis and any such exemption shall not be deemed an alteration of the policy. All housing decisions are final; there are no appeals.

If a student's living arrangements are in violation of the residency policy, the student will be in violation of the Code of Student Conduct and will be subject to disciplinary action as set forth in the Briar Cliff University Student Handbook. Violation of this policy does not excuse financial obligation to the University. Late applications (received after August 1 of the applicable academic year will not be considered (please refer to the bottom of the next page for deadline information).

Students wishing to request an exemption to the BCU Residency Policy must complete this application, attach appropriate documentation, and return to the Director of Campus Life and Safety, Alverno Hall G4 within the applicable deadline.

# Peer Mentoring

A Briar Cliff University peer mentor serves as an advocate to his or her fellow students by building relationships and the practice of empathetic listening and self-reflexivity. The primary responsibility of a peer mentor is to resolve conflict, provide and receive feedback, and foster community.

**Academic Peer Mentors**

The Academic Peer Mentors provide a supportive environment assisting students from all areas in gaining academic skills through one-on-one appointments. APMs are trained to help students with study skills, time management, understanding syllabi, and a variety of other topics to help students excel in the classroom and at Briar Cliff. Academic Peer Mentors are valuable resources in helping students transition into BCU by providing strong, continuous peer-to-peer connections. They are available by walk-in or appointment, either in the open study hall or Compass.

**Course Mentoring/Tutoring**

Assistance with individual course work is available as part of the campus-wide mentoring program. Course mentoring is available for students desiring to achieve high grades and improve their understanding of course content, as well as for those experiencing academic difficulties. Course mentors can help students with understanding course concepts, test preparation, and homework specifically related to many 100 and 200 level courses offered on campus during the Fall and Spring semesters. Students enrolled in classes for which there are course mentors are welcome at scheduled drop-in hours. There is no charge to see a mentor.

- Mentoring schedules are posted on the bulletin board outside the SSS office.
- Course mentoring takes place in the library and occasionally in an "open lab" for some of the science courses. It is never available in the atrium, student lounges within the resident halls, etc.
- Students seeking assistance guide the sessions—they should bring questions, homework, etc. The mentor does not have a lesson plan.

**Research Mentors**

Research mentors train and support their peers in the use of information resources for research, academic, and creative purposes. Each mentor has been trained by professional library staff to have a detailed knowledge of the information offerings of the library. They can answer your research questions, work with you to find suitable information, and help you better understand the library. Research Mentors are staffed at the Library front desk and available whenever the library is open. Stop by and speak to one today!

**Writing Mentors**

Writing Center Mentors offer one-on-one peer collaboration during all stages of the writing process—from invention strategies to drafting, organizing, editing and revising. Mentors' primary goal is to foster the growth and development of student writers by emphasizing writing as a process, by modeling positive critical thinking, reading, and writing skills and strategies, and by encouraging engagement with effective learning resources.

# Residency Policy

Briar Cliff University believes living on campus is a vital part of the college experience. The best college experience is one where the curriculum and the co-curriculum are seamlessly integrated. Given that the educational benefits of a residential education are many and well-documented, Briar Cliff University enforces the following residency policy in accordance with the ***Briar Cliff University Student Handbook***:

**It is the policy of Briar Cliff University that all full-time undergraduate students are required:**

1. **to live in on-campus housing during the regular academic year (August thru May), and**
2. **to be enrolled in an on-campus meal plan until a student has completed at least 91 credit hours (as determined by the Registrar) prior to August 1st of the applicable academic year in which the exemption is requested. Note that on-campus residency and on-campus meal plans are for an entire academic year and are <u>not</u> handled on a per-semester basis.**

**Exceptions to this housing policy include:**

1. **Students living with their parents or legal guardians within commuting distance (40 miles) of campus. Proof of residence (and proof of guardianship, if applicable) must be submitted to the Director of Campus Life and Safety prior to August 1st of the applicable academic year. The address listed on the most recent tax return for the parents of the student (if claimed as a dependent for tax purposes) or for the independent student will be the determining address for purpose of this policy.**
2. **Individuals who have established independent student status. To establish independent student status, a student must meet one (or more) of the following guidelines and provide proof of same:**
    a. **is at least 23 years of age; or**
    b. **is married; or**
    c. **is a parent of biological or legally adopted children; or**
    d. **is a veteran; or**
    e. **achieves independent status in accordance with current federal financial aid guidelines as verified by the Director of Financial Aid.**

All Housing Exemption Request forms must be submitted prior to August 1 of the applicable academic year and be approved in writing by the Assistant Dean of Student Affairs.
**NOTE**: Do not sign a lease for off-campus housing unless and until your Housing Exemption Request has been approved in writing as set forth above.

## Student Activities

Student Activities coordinates opportunities outside the classroom for students to learn, grow, and explore their interests socially, culturally, and recreationally. Programs are designed to stimulate meaningful contact among students, administrators, and faculty which supports the intellectual and social growth of students. Student Activities works in conjunction with the Campus Activities Board to bring new events to campus. Movies, speakers, dances, symphony tickets, and entertainers are examples of programs available through this office. All students are enthusiastically invited to participate in campus programs. It is an important part of college life!

## Student Organizations

Briar Cliff sponsors a wide variety of student organizations. Organization members have many opportunities to develop life skills and participate in activities that make Briar Cliff unique. Most academic departments have student clubs. A detailed listing of student organizations can be found in the Briar Cliff Student Handbook.

## Study Abroad Programs

Briar Cliff faculty and staff believe that international experiences provide some of the most valuable educational opportunities that students can encounter. The university has sponsored a variety of study-abroad experiences over the years. Past excursions have included China, England, Guatemala, Ireland, and Italy. In addition, students who wish to incorporate other international study opportunities into their college careers may consult with their advisors or the Career Education Office staff to arrange enrollment in classes at foreign universities.

## TRIO - Student Support Services Program

Briar Cliff participates in a government grant which is meant to help students with a need for academic support to be successful in college. Students who meet the guidelines for eligibility can receive any of the following services:
1. Basic Skills - Courses in writing, math, reading and college transition are available.
2. Tutoring - Available in most 100- and 200-level term courses. This service is meant to help students who are experiencing academic difficulty to become independent learners.
3. Career/Academic/Financial Aid Counseling - Students who need help choosing a major, working with the academic system or who are experiencing financial difficulties may get help from the Student Support Services Office.
4. Mentoring - Students with definite career goals might profit from a mentor who can direct their preparation or provide experiences that will enable them to be realistic about their goal.
5. Financial Aid Grants - Some money is available to supplement the financial aid package for eligible first-year students and sophomores.

## Writing Center

The Briar Cliff University Writing Center is a place for all students to strengthen their academic development by building competency in the writing process. The Writing Center assists students in developing their ability to write college-appropriate papers of various kinds across the curriculum. Writing Center mentors offer on-on-one peer collaboration during all stages of the writing process – from invention strategies to drafting, organizing, editing, and revising.

The Briar Cliff University Writing Center is a place for students to engage and collaborate with their peers and to develop the skills to write effectively in their personal and professional lives. The BCU Writing Center's mission is to support Briar Cliff's community of writers by empowering those we serve to think critically and to write articulately as a part of an ongoing process of self-awareness and self-expression.

The Writing Center offers one-on-one mentoring, workshops, and various computer-based tutorials.

# Policies and Regulations

## Academic Calendar

The calendar of Briar Cliff is organized in three semesters, Fall, Spring, and Summer. All Briar Cliff credits are recorded in semester hours with a normal student load of 15 to 18 hours per semester.

## Academic Status and Normal Load (Graduate)

Nine or more credits are considered full-time enrollment for graduate students.

## Academic Status and Normal Load (Undergraduate)

Twelve to 18 credit hours is considered full-time enrollment. A student registered for twelve or more hours must have been accepted for full-time status by the Office of Admissions. Part-time status applies to those students registered for eleven or fewer semester hours.

Transfer students may register for no more than 17 credit hours in the first semester. Students who wish to register for more than 18 credit hours must have a GPA of 3.0 or higher.

With the normal academic load of 15 credit hours per semester, the following student classification applies:

| **Number of Semester Hours Earned** | **Classification** |
|---|---|
| 0-29 | First-year student |
| 30-59 | Sophomore |
| 60-89 | Junior |
| 90+ | Senior |

## Accessibility Services

Briar Cliff University is committed to creating a learning environment that meets the needs of its diverse student body. If students anticipate or experience barriers to learning in their coursework, they should speak with their instructor. Students should review our policies and procedures regarding accessibility services at https://www.briarcliff.edu/current-chargers/get-involved/student-support-services/student-accessibility Those with a disability or who believe they may have a disability are encouraged to reach out to the Coordinator of Accessibility Services at accessibility@briarcliff.edu to request official accommodations. Documentation of the disability is required. Documentation must be obtained from a primary care provider outside of Briar Cliff University.

## Adding, Dropping and Withdrawing from Classes

Students may add or drop classes in their schedules with the help of faculty advisors. Classes may be added or dropped within the first two days of the semester only. During the next three days, courses may be added and dropped by picking up a Change in Registration form from the Office or contacting your advisor for the form. After the first week, however, only the Registrar's Office may change a student's schedule.

Students must seek written instructor approval before adding a class after the first two days of a semester. Adding a course will require the instructor's signature approval during this three-day period. Once the signature approval is returned to the Registrar's Office, the course will be added to the student's schedule. Dropping a course during this period will be completed in the Registrar's Office. Students may withdraw from classes through the "last day to withdraw" date in a term. To withdraw from classes, students need written consent both from their faculty advisor and the instructor of the class from which they wish to withdraw, and the last date of attendance or class participation. When the deadline for withdrawing from a course has expired, students may withdraw but will receive a grade of 'WP' for withdraw passing or 'WF' for withdraw failing. 'WP' grades do not impact cumulative GPA. 'WF' grades calculate into cumulative GPA the same as an 'F' grade. Withdrawing from a course that is not the entire length of the semester will switch to the penalty grading at the 70% mark in the course duration.

Financial aid will NOT be adjusted after the first week of the semester regardless of changes in registration. (See the Financial Aid section beginning on page 20)

## Administrative Withdrawal

Briar Cliff University reserves the right to withdraw any student from classes at any time during the semester or term for reasons such as (but not limited to):
• Disruptive behavior.
• Not attending class or participating online for 2 consecutive calendar weeks.
• Unable or unwilling to initiate the withdrawal due to extraordinary circumstances such as serious illness, injury, accident, etc.
• Lack of course prerequisite(s).
• Lack of instructor or departmental approval for a course.
• Academic dishonesty.
Once registered, the student retains responsibility and financial liability for all registered courses. Tuition refunds will not be granted when students are withdrawn by the institution for cause.

**Steps:**
1. Faculty, administrators, or staff will gather the documentation to support the withdrawal.
2. They will give the documentation to the Registrar.
3. The Registrar will verify and get approval from the appropriate Vice President to authorize the administrative withdrawal.
4. The Registrar will withdraw a student (if an individual class) or ask the Compass to initiate an official withdrawal form (if a complete withdrawal). The Compass will notify the Registrar, Student Accounts, Financial Aid, Associate Provost of Student Success and Life, Athletic Manager, Residence Life, Coach, and current instructors to communicate that a student is withdrawing (if a complete withdrawal).

## Admission to the University and Registration for Classes

Most students are admitted to the university in "good standing" and may register for any appropriate classes. After a student has been accepted, the Office of Admissions will authorize the student to register. Students consult with their academic advisors before selecting classes.

# Advising

All students have academic advisors with whom they cooperatively plan their programs within the general requirements for graduation. Advisors assist in the development of a balanced liberal arts program which is consistent with each student's educational objectives. Adult learners and traditional-age transfer students will be assigned an advisor within the department of their major course of study or, if undecided as to major, a first-year advisor. New, traditional-age students will be assigned to a first-year advisor.

# Appealing Final Grades and Other Academic Matters

(not pertaining to the academic integrity issues)

A student who desires to appeal a grade must follow the following procedure. Please note that a student may be enrolled in a subsequent related course while the appeal process is occurring.

1. Appeal the grade in writing to the Course Instructor/Director within 3 business days of the final course grade being released to the student. The appeal should include rationale for the appeal and what grade the student feels they deserve.
2. The Course Instructor/Director has 2 business days from the receipt of the written appeal to make a decision. If appropriate, the Course Instructor/Director must make the grade change in Brightspace and submit a change of grade form to the Registrar. The Course Instructor/Director must also provide the student and the Provost a written explanation for the decision.
3. If the student is not content with the decision of the Course Instructor/Director, within 2 business days of receiving the written decision from the Course Instructor/Director, the student may appeal the grade to the Department Chair/Program Director in which the Course is housed (i.e. prefix). The appeal should include a copy of the course syllabus, rationale for the appeal, and what grade the student feels they deserve, as well as attest any written comments made by the Course Instructor/Director in the appeal denial letter. If the Course Instructor/Director is also the Department Chair/Program Director, the appeal goes to the Provost, as noted in procedure 5.
4. The Department Chair/Program Director has 2 business days from the receipt of the written appeal to make a decision. If appropriate, the Department Chair/Program Director must make the grade change in Brightspace and submit a change of grade form to the Registrar. The Department Chair/Program Director must also provide the student, Course Instructor/Director, and the Provost a written explanation for the decision.
5. If the student is not content with the decision of the Department Chair/Program Director, within 2 business days of receiving the written decision from the Department Chair/Program Director, the student may appeal the grade to the Provost. The appeal should include a copy of the course syllabus, rationale for the appeal, and what grade the student feels they deserve, as well as attest any written comments made by the Course Instructor/Director and/or Department Chair/Program Director in the appeal denial letters.
6. The Provost has 2 business days from the receipt of the written appeal to make a decision. If appropriate, the Provost must make the grade change in Brightspace and submit a change of grade form to the Registrar. The Provost must also provide the student, Department Chair/Program Director, and Course Instructor/Director a written explanation for the decision.

## Assessment

Briar Cliff is committed to the intellectual development and academic success of its students. Admission to the university, however, does not imply that all entering students are equally prepared to learn. Students who might lack one or more of the basic skills which are ordinarily developed during secondary school years will be required to seek course work that can generate skills needed to pass university courses.

All incoming students seeking a Briar Cliff degree will be placed in an appropriate mathematics course. These placements are based on sub-scores on the ACT or its equivalent. See the following table that shows course placement by ACT score ranges.

**Mathematics**
Course recommendations based on Math ACT or Math SAT Scores

| **Math ACT** | **Math SAT** | **Recommendations** |
|---|---|---|
| Less than 17 | Less than 470 | Math 01A: Fundamentals of Mathematics and then Math 0010: Basic Algebra |
| 17-20 | 470-520 | Math 0010: Basic Algebra or MATH SS10: Basic Algebra (for TRIO eligible students) |
| Less than 21 | Less than 530 | Math SS2A or Math SS8 |
| 21-25 | 530-590 | Math 105, 111, 118, or 200 |
| Greater than 25 | Greater than 590 | Math 217 or Math 225 |

Students with no ACT or SAT score should enroll in Math 0010: Basic Algebra. All students enrolled in MATH 01A, 0010, SS*, or SS10 are given an assessment on the first day of class to ensure proper course placement. Students may also request an alternative assessment prior to registration.

## Class Attendance

Students are expected to attend all classes and laboratories and are responsible for work missed due to an absence, regardless of the reason. The attendance policy for each course is determined by the instructor, who will state the policy clearly in the course syllabus.

## Courses Offered with Departmental Approval

Courses listed with departmental approval are offered with permission of the departmental chairperson and Vice President for Academic Affairs.

## Credit Hour

All Briar Cliff University courses must adhere to the credit hour standard below.

The Federal definition states that "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 not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks;
- Or at least an equivalent amount of work as required in the point above for other activities as established by an institution, including laboratory work, internships, practicum, studio work and other academic work leading toward the awarding of credit hours."

The Briar Cliff University Equivalencies of the Credit Hour
The institutionally established equivalencies to the Federal definition of the credit hour at Briar Cliff University are below. These standards apply to both undergraduate and graduate courses regardless of delivery method. For each semester hour of credit, classes must have 42.5 hours of class-related work. This number of hours is derived based on the following calculation:
50 minutes contact time x 15 weeks = 750 minutes total contact time
120 minutes outside work x 15 weeks = 1800 minutes total outside work
750 + 1800 minutes =2,550 minutes total engagement of the student in the course
2,550 minutes =42.5 hours or 8.5 hours per day for 5 days for 1 semester hour of credit.

## Dean's List (Undergraduate)

The Vice President for Academic Affairs office reviews the grades of students at the close of each semester. To be named to the "Dean's List" full-time and part-time students who complete six or more credits in a semester must earn a semester grade point average of 3.50 or above.

## Directory Information

Directory information includes information that can be publicly released without needing to seek the student's consent. Information considered to be directory information at Briar Cliff University includes: name, campus address, campus telephone listing, permanent address, permanent telephone, electronic mail address, parents' name(s), religious affiliation, high school attended, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (e.g., undergraduate or graduate student, full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, and degrees, honors (Dean's List) and awards received. Students may request to withhold student directory information with the Registrar’s Office.

## Distance Education Policy

Distance education courses require regular and substantive interaction in order to meet the federal definition for such education. These interactions must be demonstrable within our learning system at least once week as we may be asked, for any student, to provide verification of the regular and substantive interaction to the Department of Education.

1. For interaction to be considered regular, students and instructors must interact at least once during each week of the course.
2. For interaction to be considered substantive, the interaction must be initiated by the instructor. The course materials must reflect (and the syllabus should describe) a student interaction with the instructor or an individual submission of a performance task for which the instructor provides the student individualized feedback at least once per week.
    a. Instances that would meet this definition and are able to be tracked via the learning management system include:

i. completion of a discussion post prompted by the instructor and for which the instructor provides feedback
ii. an examination, essay, paper, computer assisted instruction, interactive tutorial, or other assignment that is submitted and that the instructor provides individualized feedback on
iii. viewing a recorded lecture that requires a student to then submit an assignment, discussion post, or other material for feedback from the instructor

b. Instances that would meet this definition, but are not currently trackable by the learning management system include:
    i. participating in regularly scheduled learning sessions
    ii. consultations with a faculty mentor to discuss academic course content
    iii. attending a study group that is assigned by the institution and has a faculty member present
    iv. regularly scheduled synchronous activities such as Zoom sessions that are recorded
c. In addition to the required, regular and substantive interaction, other items or tasks may also be required at the instructor's discretion :
    i. objective assessments that students submit, but which are graded through automated means (e.g., automatically graded quizzes in the LMS)
    ii. recorded lectures or other materials if the course design materials do not then require the student to subsequently interact with the instructor (i.e., recorded lectures alone are not considered substantive)
    iii. minimal feedback when grading a test or paper
    iv. a study group that does not include the instructor
    v. self-paced study
    vi. submission of an assignment outside of the learning management system which could include independent software programs, emails (even from within LMS), etc.

3. Interaction must be initiated by academic personnel who meet accrediting body standards: Essentially, interaction should be initiated by someone who is qualified to do so as it relates to the subject matter.

## Faculty Designation

All faculty are assigned to a specific department. Core Faculty may only be core in one department, but may hold an Associated Faculty member role in other departments. Associated Faculty may hold positions within multiple departments.

Core Faculty are defined as those who:

1. have at least a 50% teaching, advising, and/or administrative workload within a specific department;
2. participate in service obligations made available through the same department;
3. participate in professional development and/or scholarly activities relevant to the same department;
4. have the responsibility and authority to establish academic regulations and to design, implement, and evaluate the curriculum of the same department; and
5. have the authority to vote on issues pertaining to the same department.

Associated Faculty members teaching within a department, but do not meet all of the criteria of a Core Faculty member. Associated Faculty may be Adjunct Faculty, Guest Lecturers, or Lab Assistants within a specific department.

1. Adjunct Faculty are defined as those who teach greater than 50% of a course within a department.
2. Guest Lecturers are defined as those who teach less than 50% of a course within a department.

3. Lab Assistants are defined as those who assist with lab activities within a course.

## Family Educational Rights and Privacy Act of 1974 (Buckley Amendment)

The Family Education Rights and Privacy Act of 1974 gives students in post-secondary institutions the right to inspect records, files, documents and other materials which contain information directly related to them. The law specifically denies access to such confidential records to all other parties without the written consent of the student, except under limited and specific circumstances. Briar Cliff fully complies with federal law on student records. A complete statement of the Family Educational Rights and Privacy Act of 1974 is available in the Office of the Registrar.

## Grades

Grades are issued at the end of each semester and are available to the student via Chargerstable. Students may also obtain a copy of their grades from the Office of the Registrar. To receive a printed copy of grades, a student must submit a written request to the Office of the Registrar.

The quality of the student's work is indicated by the following grades and grading rubrics:

| GRADE | SUBJECT MATTER | INSIGHT & UNDERSTANDING | EXPRESSION |
|---|---|---|---|
| A = 4.00 | Superiority marked by an extremely high level of independence, scholarship, other research, analysis or performance | Extraordinary command of interrelationships within the subject and extremely high level of originality and/or creativity in approaching problems | An extremely high-level proficiency in oral, written or expression |
| A- = 3.67 | Excellent level of independence, scholarship, research, analysis or performance | Excellent command of interrelationships within the subject and an excellent level of originality in approaching problems | Excellent level of proficiency in oral, written or other expression |
| B+ = 3.33 | High level of independence, scholarship, research, analysis or performance | Command of interrelationships within the subject and a high level of originality in approaching problems expression | High level of proficiency in oral, written or other |
| B = 3.00 | Very good knowledge of subject matter and a good manifestation of the ability to work independently; | Very good understanding of the fundamentals and their interrelationships; | Very good level of proficiency in oral, written or other expression |

| | | | |
|---|---|---|---|
| | demonstrates good scholarship, research, analysis or performance | originality and insight in approaching problems | |
| B- = 2.67 | Good knowledge of subject matter and a manifestation of the ability to work independently; demonstrates scholarship, research, analysis or performance | A good understanding of the fundamentals and their interrelationships; originality and insight in approaching problems | A good proficiency oral, written or other expression |
| C+ = 2.33 | Knowledge of most subject matter and a manifestation of the ability to work independently; demonstrates some scholarship, research, analysis or performance | An understanding of most of the fundamentals and their interrelationships; some originality and insight in approaching problems | Mostly proficient in oral, written or other expression |
| C = 2.00 | Basic knowledge of course content; satisfactory completion of course requirements; demonstrates somewhat uneven scholarship, research, analysis or performance | Basic understanding of fundamental principles and an ability to apply them | Basic level of proficiency in oral, written or other expression |
| C- = 1.67 | Basic, though incomplete, knowledge of course content; uneven scholarship, research analysis, or performance | Basic, though incomplete, understanding of fundamental principles and an ability to apply them | Uneven proficiency in oral, written, or other expression |
| D+ = 1.33 | Minimal knowledge of course content; significant course requirements not met; demonstrates very little scholarship, research, analysis or performance | Minimal understanding of fundamental principles and a scant ability to apply them | Minimal proficiency in oral, written or other expression |
| D = 1.00 | Demonstrates minimum knowledge of course content; overwhelming amount of course requirement not met; demonstrates almost no | Demonstrates almost no understanding of fundamental principles or ability to apply them | Demonstrates a deficiency in oral, written or other expression |

| | | | |
|---|---|---|---|
| | scholarship, research, analysis or performance | | |
| F = 0.00 | Course requirements not met; demonstrates no scholarship, research, analysis or performance | Failure to demonstrate understanding of principles and/or ability to apply them | Failure in oral, written or other expression |

| | |
|---|---|
| I | Incomplete |
| N | Delayed grade |
| P | Passing |
| W | Withdrawal |
| WP | Withdrawal Passing |
| WF | Withdrawal Failing |
| X | Audit |

The mark "I" signifies that work in a course is incomplete because of illness or circumstances beyond the control of the student or because an instructor feels further evaluation is needed before the grade can be determined. A student who receives an "I" at the end of a course must complete the necessary work within three weeks, or the "I" will automatically become an "F."

The mark "N" signifies that a student's grade has been delayed, not because the work is incomplete, but because the learning experience extends beyond the end of the term. The grade is typically used for internships and field experiences. The "N" grade will not affect placement on the dean's list or the probationary status of a student. Students may carry an "N" grade (delayed grade) for one semester. If a final grade has not been submitted, the "N" grade will convert to an "F."

The mark "W" signifies withdrawal from a course and is given when a student officially withdraws from a course in the Office of the Registrar. After the end of the tenth week, students may withdraw from a course, but the designation is either "Withdraw passing" or "Withdraw failing". The WP designation is treated the same way as a W in the calculation of grade-point averages. However, the WF designation is treated the same way as the F in calculating grade-point averages. Students may withdraw from courses through the final day of instruction of the term. For classes that are abbreviated in duration, the withdrawal deadline is the 70% mark in the class.

The mark "X" signifies that a student has audited a class. No credit is earned when a class is audited. Students should check with faculty members before registering to audit a class in order to determine the expectation a faculty member may have of an auditing student. Full-time students may audit a course without additional charge. A student must register to audit prior to attending the course.

A student may repeat a course at any time. The transcript will record all courses taken; however, only the higher grade will be used in computing the GPA. Application for repetition of a course must be made in the Office of the Registrar to assure correct grade recording. Departments may limit the application of this policy as it relates to courses in the student's major program.

# Grading (Graduate)

Any course in which a student receives a grade below a "C-" must be retaken at the student's expense. With permission, students may repeat one graduate course in which a "D+," "D," or "F" was earned. Upon failing a second graduate course or failing a graduate course twice, the student is dismissed from the program. A student who needs to retake a failed course may be enrolled in the course on a spaced available basis. The course may be taken at another college or university, up to a total of 9 transferable credits, but the course should be approved for the appropriateness of the transferability by the program director prior to enrolling in the course. Specific programs may have additional grade requirements for core, specialty, and clinical courses.

**Graduate Course Permission for Undergraduate Students**
Undergraduate students at Briar Cliff University may, under certain circumstances, take graduate-level courses for undergraduate and graduate credit. The circumstances are as follows:

1. Students admitted into an approved accelerated graduate degree program may take up to 12 hours of graduate-level courses to be counted for both the undergraduate and graduate degrees. Before enrolling in the course(s), students must be accepted into the accelerated program.
2. Undergraduate students that have achieved senior status (completed at least 90 credits) may receive permission to take up to 6 hours of graduate-level credits without being admitted into the specific graduate program.

The following guidelines must be met in order for a degree-seeking undergraduate student to take courses for graduate credit:

1. 3.0 cumulative grade point average on all undergraduate work
2. Senior status
3. Completion of the Graduate Course Permission Form, which includes approval from the Graduate Program Director, Department Chair, and Vice President for Academic Affairs.
4. For students who are pursuing a combined Bachelor's/Master's program, a maximum of 12 graduate-level credits may be taken as an undergraduate and applied towards the graduate degree.

Undergraduate students must be aware that additional fees may be applied to graduate-level courses taken during progression in an undergraduate program. It should be noted that approval to enroll in a graduate-level course does not guarantee that the course will transfer into other graduate programs.

# Honors at Graduation (Undergraduate)

In recognition of superior scholarship, the following special honors are awarded at graduation to students with the cumulative grade point average indicated below:

Summa cum laude ..... 3.90-4.00
Magna cum laude ..... 3.80-3.89
Cum laude ..... 3.70-3.79

Valedictorian and Salutatorian statuses will be determined in the following manner:
1. First-pass screening: The valedictorian and salutatorian will be the graduating students who hold the two highest grade point averages, respectfully, from those students who have completed a minimum of 50 credit hours at Briar Cliff by the end of Fall semester in the year they will graduate. Nine (9) of those credit hours may have been taken pass/fail. No more than three (3) courses may have been taken pass/fail.

2. In cases of ties among students identified in the first screening, additional criteria will be employed. Students with the most BCU courses will prevail. If ties still remain, they shall be broken by considering which student has the greatest number of upper-division BCU courses.

## Human Subjects Protection

Various graduate and undergraduate students may be required to participate in research involving human subjects, and faculty members are encouraged to make learning opportunities in research or service available to students outside of class. The student's involvement must be clearly outlined prior to the student being involved. Proposals should be submitted to the student's primary project advisor by a designated date. If human subjects are involved in the project, the application must be sent to the appropriate Human Subjects Committee for approval. Data collection using human subjects cannot be initiated until approval from the committee has been received in writing. The project advisor will also help the student determine whether or not other approval are necessary before data collection begins.

Students who participate in any research involving human subjects are required to successfully complete a university or program approved training and obtain informed consent from individuals (or their guardians) who participate as subjects in research.

## Integrity: Policy, Procedures and Appeals

Definitions and Examples

Briar Cliff strives to create an environment where the dignity of each person is recognized. Accordingly, integrity in relationships and work is supported and rewarded, and honesty in academic matters is expected of all students. Actions which are contrary to the spirit of academic integrity will not be tolerated. Any attempt to misrepresent someone else's work as one's own (including generative artificial intelligence), receive credit for assignments one did not do, obtain an unfair advantage over other students in the completion of work, or aid another student to do the above will be considered a breach of academic integrity.
These include but are not limited to:
• obtaining, disseminating or using unauthorized materials, including generative artificial intelligence for the completion (by oneself or another student) of an examination, paper or assignment.
• unauthorized collusion with another student in completing an assignment.
• submitting as one's own the work of another student, generative artificial intelligence, or allowing one's work to be submitted for credit by another;
• copying from another student's paper or allowing one's paper to be copied.
• computer theft which includes unauthorized duplication of software, unauthorized access into accounts other than one's own and the use of university resources (computer facilities, networks, software, etc.) for financial gain; and
• plagiarism: presenting another's ideas, words, or work as one's own without proper attribution. Plagiarism includes but is not limited to:

- Direct copying of text from another source without citation.
- Paraphrasing another's work without giving credit.
- Submitting AI-generated content as one's own.
- Using AI to translate text and presenting it as original work.
- Using AI to paraphrase or rewrite content without proper attribution.

Improper use of sources, including failure to cite or misrepresenting sources.

Plagiarism

Plagiarism involves borrowing another speaker's or writer's words, ideas, or arrangement of ideas without giving credit to the source of those words, ideas, or arrangements (Duff, Rogers, & Harris, 2006; Mundava & Chaudhuri, 2007). Plagiarism can be major or minor. **Major plagiarism** is considered cheating; when one deliberately copies another person's words or ideas without acknowledgment in an attempt to deceive the assessor and gain advantage by doing so (Wilkinson 2009; Park, Park, & Jang, 2013). Minor plagiarism might occur due to naivety or lack of knowledge. For a more detailed explanation of what constitutes plagiarism and how to avoid it, the student is referred to The Little Brown Handbook, which is available in the university bookstore and the Bishop Mueller Library. **Minor plagiarism** is usually due to improper citation of reference sources. The best way to avoid this is to learn how to cite sources correctly. The best way to learn how to cite sources correctly is to purchase and use the most recent edition of the Publication Manual of the American Psychological Association (APA). Students are expected to follow the APA manual for all formal papers in order to prevent minor plagiarism. A properly cited reference allows the reader to retrieve your reference to learn more about the content of the reference. Being naïve or unfamiliar with proper APA formatting does not excuse unintentional plagiarism. **Self-plagiarism** (also referred to as *recycling fraud*) "refers to the practice of presenting one's own previously published work as though it were new" (APA, 2010, p. 170). It is important to know how to cite one's previous work in order to prevent this breach of academic integrity. Examples of plagiarism include but are not limited to:

- Using a direct quote from a source without both putting it in quotation marks and providing appropriate documentation
- Submitting direct quotes as a paraphrase
- Changing only a few words in a quote and using it as a paraphrase
- Using a direct quote from a source without giving credit to the source
- Paraphrasing a source without giving credit to the source
- Presenting any ideas of others (obtained via the internet, through publications, speeches, etc.) as your own
- Downloading and submitting work from electronic databases without proper citation
- Copying from another's exam, homework, or lab work
- Submitting a paper or coursework you had previously submitted for a class (at Briar Cliff or elsewhere) without the knowledge and approval of the instructor
- Participating in group activity where plagiarized materials are discovered
- Giving permission to another student to use one of your papers as their own
- Willfully fabricating quotations or resources.

AI Usage and Academic Integrity

Students are expected to submit work that reflects their own understanding, skills, and intellectual efforts. While AI tools can assist in learning, they must not replace original thought, research, or analysis in assignments. Individual courses designate specific AI usage requirements as outlined in the course syllabus. Students are responsible for familiarizing themselves with these requirements and adhering to them. Students are encouraged to explore Al tools to enhance their learning experience, but the use of Al-generated content must be clearly disclosed and strictly adhere to the course-specific requirements provided by the instructor. Depending on the course, Al may be used for tasks such as brainstorming or outlining, but any Al involvement must be clearly disclosed, ensuring transparency in the student's work. Misuse of Al, failure to follow the instructor's specific Al policy, and failure to disclose AI usage will be treated as a violation of academic integrity and subject to disciplinary action.

The following principles will apply:

- Disclosure: Any use of AI tools in assignments must be disclosed, including the specific tools used and the extent of their contribution to the final work.
- Permitted Use: AI tools may be used as designated by the course instructor. Each course will designate a policy for AI use and include this policy in the course syllabus. Students are obliged to adhere to the course policy in order to use AI responsibly. When AI tools are permitted, AI-generated content without proper citation will be considered a violation of this policy.
- Prohibited Use: AI tools should not be used for any exams or assessments unless explicitly permitted by the instructor.

Investigating Allegations of AI-Based Plagiarism

If an instructor suspects that a student has used AI to complete assignments without disclosure, the following steps will be taken:

1. Initial Review: The instructor will carefully review the assignment in question considering factors such as writing style, originality, and any inconsistencies that might suggest AI assistance.
2. AI Detection Software: The instructor may utilize AI detection software (e.g., Turnitin, online AI detector tools, etc.) to analyze the assignment for potential AI-generated content. The results of this analysis will be considered alongside other factors and interpreted cautiously, recognizing the limitations of such tools.
3. Student Consultation: The instructor will communicate with the student to discuss their process for completing the assignment. This discussion will focus on understanding the student's approach, sources used, and any potential use of AI tools. The goal is to gather information and provide the student an opportunity to explain their work.
4. Evidence Gathering: If concerns about AI-based plagiarism persist, the instructor may gather additional evidence, such as:
    a. Examining the student's previous work for inconsistencies in writing style or quality.
    b. Reviewing the assignment's metadata or digital history for potential traces of AI usage.
    c. Consulting with other faculty or academic support staff who may have expertise in AI detection or academic integrity.
5. Determination and Action: Based on the available evidence and the student's explanation, the instructor will determine whether AI-based plagiarism has occurred.
    a. If plagiarism is confirmed, disciplinary action will be taken in accordance with the University's academic integrity policies. This may include assignment failure, course failure, suspension, or other sanctions as deemed appropriate.
    b. If there is insufficient evidence to confirm plagiarism, the instructor will provide feedback to the student and may offer guidance on the appropriate use of AI tools in academic work.

Throughout this process the University will uphold principles of fairness, transparency, and due process, ensuring that students are treated equitably and given opportunities to respond to allegations of AI-based plagiarism.

Consequences of Academic Integrity Violations

The penalties for academic integrity violations range depending on the severity and frequency of the violation.

*Minor Violation*

For minor violations involving academic integrity, the penalty will be determined by the course instructor in consultation with the Office of Academic and Student Affairs, in line with Briar Cliff University's academic integrity policy. Penalties may vary depending on the severity, frequency, and/or extent of the violation. Possible outcomes include:

- Assignment Failure: The student may receive a failing grade (zero) on the assignment in question. The severity of the penalty may depend on the amount of unoriginal content and whether the student demonstrates an understanding of proper citation practices.
- Mandatory Resubmission: In some cases, the instructor may allow the student to resubmit the assignment after addressing the violation, though this will come with a significant grade penalty (e.g., a reduction of the final grade by a certain percentage).
- Educational Sanctions: The instructor may require the student to complete additional educational components, such as attending a workshop on academic integrity or writing a reflection on the importance of original work and proper citation practices.
- Warning: A formal warning may be issued, indicating that any subsequent violation will result in more severe penalties, including failure of the course or dismissal from the university.

Instructors must report all instances of academic integrity violations to the Academic and Student Affairs Office, which will document the offense in the student's academic record. This documentation ensures that if further violations occur, appropriate action can be taken, leading to progressively more severe penalties.

*Major Violation*

For major violations involving academic integrity, the penalty will be determined by the course instructor and the Office of Academic and Student Affairs, in line with Briar Cliff University's academic integrity policy. Penalties
will be more severe to reflect the severity, frequency, and/or extent of the violation. The following actions may be taken, based on the instructor's assessment and as determined by the Office of Academic and Student Affairs:

- Automatic Failure of the Course: The student may receive an automatic failing grade ("F") for the entire course. This is typically enforced when the violation is significant or shows a clear pattern of academic dishonesty.
- Disciplinary Probation: The student may be placed on academic or disciplinary probation, which means they are no longer in good academic standing. This can limit participation in extracurricular activities, leadership positions, and could impact scholarships or financial aid eligibility.
- Mandatory Academic Integrity Training**:** The student may be required to complete a formal academic integrity workshop or module, aimed at addressing the behavior and reinforcing the importance of original work. Failure to complete this may lead to further sanctions.
- Suspension from the University**:** Depending on the severity of the violation, the student may face suspension from the University for a defined period, during which they will not be able to attend classes or participate in University activities. This period allows the student time to reflect on their academic conduct before returning to complete their studies.
- Permanent Record Documentation**:** The second offense will be documented in the student's academic file, and this record may be used if any further violations occur, potentially leading to dismissal from the University.

Students may appeal decisions based on grievance/appeal procedures outlined in the student handbook.

<u>Appeals</u>

In all cases of alleged academic dishonesty, the faculty member shall, in writing, notify the student of the specific charges and circumstances and a copy of the notice shall be sent to the chairperson of the department in which the course is offered and Vice President for Academic Affairs. The burden of proof resides with the instructor. The instructor must provide documentation of the assignment instruction as well as clear

identification of the integrity breach. If the student wishes to deny the allegations or appeal the penalty, he/she must, within 10 working days of notification, file with the department chairperson a written intent to appeal. After the 10 days have elapsed, the student forfeits his/her right to appeal. This appeal must contain clear documentation as to how the student followed the appropriate citation and integrity guidelines including ambiguity in assignment instruction. If the instructor is the chairperson of the division or department, the appeal shall be directed to the Vice President for Academic Affairs. The person to whom the appeal is made will weigh the documentable evidence presented by both parties and determined if an oral hearing. The arbitrator will provide documented adjudication to both parties within one business day of receiving the documented appeal by the student. The person to whom the appeal is made will weigh the evidence presented (in writing or at an oral hearing) by both the student and the instructor and make a judgment. If the matter is not resolved to the satisfaction of the student, faculty member, or supervisor, the appeal process will continue to the Vice President for Academic Affairs, whose decision will be final. If this is a second offense, the student may appeal the VPAA's decision to the Appeal Board, whose decision will be final.

All material and information relative to any violation of academic integrity shall be kept by the Vice President for Academic Affairs in a special file during the period in which the student is enrolled at Briar Cliff University, serving only as a statement of record if the student is subsequently charged with a violation of academic integrity. In case of a successful appeal, the file will be destroyed if the student is found not guilty of the offense. If the student is found guilty, the file remains until the student's graduation from Briar Cliff University or three years after the student's last date of enrollment.

To support the academic integrity statement, faculty members are expected to:

- Provide clear instructions regarding assignment parameters and integrity expectations.
- Administer, monitor, and evaluate tests and other assignments in a fair and consistent manner.
- Report all violations of academic integrity policies to their department chairperson and the Vice President for Academic Affairs in writing.

## Pass/Fail Grading (Undergraduate)

Students may request to take a pass/fail grade for courses at Briar Cliff under the following conditions:
1. The student has completed at least 60 semester hours of course work with a cumulative GPA of at least 2.0.
2. The course is an upper-division course; lower-division courses may be taken with the permission of the chairperson of the department offering the course.
3. The course is not a requirement of a major or minor
4. The total number of courses taken by a student is not greater than three and only one course is taken pass/fail in a given semester.
5. The decision to elect a course pass/fail must be made at the time of registration. A student may elect to change back to the regular grading system, but the reverse is not permitted.
6. A grade of "pass" does not enter into the calculation of the student's GPA. However, a grade of "fail" is recorded as such and affects the GPA in the same way as an "F."
7. Students must achieve a grade of "C" or higher to receive a "P."

## Prerequisites for Enrolling in Courses

A student may not register for a course with prerequisites unless the student has successfully completed the prerequisites as stated in the Briar Cliff University catalog. If the prerequisites have not been successfully completed, the student may be dropped from the class by the instructor.

## Probationary Status, Good Standing and Academic Dismissal (Graduate)

Students must maintain a cumulative GPA of at least a 3.0 for progression within a program. If a cumulative GPA falls below a 3.0, the student will be placed on academic probation for the following semester. A student who obtains a semester GPA of at least a 3.0 during a probationary semester, but fails to achieve a cumulative GPA of at least a 3.0, may continue in the Program, but will remain on academic probation until at least a 3.0 cumulative GPA is obtained. While on probation, if both the semester and cumulative GPAs are below a 3.0 at the end of a probationary semester, the student may be dismissed from the program. Students must have a cumulative GPA of at least a 3.0 in order to graduate. Graduate programs may have other requirements for progression based on their specific needs.

## Probationary Status, Good Standing and Academic Dismissal (Undergraduate)

In order to be a considered a student in good standing at Briar Cliff University, a student must earn and maintain a cumulative grade point average of 2.00 or better.

1. Students with a cumulative grade point average of 2.00 or above are in good academic standing.

2. Any student who fails to earn a 2.00 grade point average in any term and whose cumulative grade point average drops below 2.00 is classified as a student on probation and runs the risk of being dismissed from the university.

3. Students who fail to achieve the following cumulative grade point averages are subject to academic dismissal:
*Note: The following only includes credit hours taken at Briar Cliff.*

1.00 upon attempting 15 credit hours at BCU
1.25 upon attempting 30 credit hours at BCU
1.50 upon attempting 40 credit hours at BCU
1.75 upon attempting 50 credit hours at BCU
2.00 after attempting 60 or more credit hours at BCU

4. In addition, students who fail to achieve the following cumulative grade point averages are subject to academic dismissal:
*Note: The following includes transfer credit hours. Transfer students must complete a minimum of 15 credit hours at Briar Cliff University before these criteria apply.*

1.50 upon attempting 70 credit hours
1.75 upon attempting 80 credit hours
2.00 after attempting 90 or more credit hours

5. Any student receiving a grade point average less than 1.00 in any term is subject to academic review and/or dismissal.

A student who is subject to academic dismissal may appeal his or her dismissal to the Vice President for Academic Affairs. Any student who is academically dismissed may return to the university after one year. Those

who choose to return must show evidence of the likelihood of academic success. Upon readmission to the university, they may resume their study on a full-time basis and may apply for financial aid.

## Repeated Courses (Graduate)

All courses taken appear on the student's academic record, but when a course is repeated, only the most recent grade is calculated into the cumulative GPA. Students may repeat one failed graduate course with permission. Upon failing a second graduate course or failing a graduate course twice, the student is dismissed from the program. A student who needs to retake a failed course is re-enrolled in the course on a spaced available basis.

## Restoration of Credits from a Suppressed Academic Record (Undergraduate)

Students that resume study with a suppressed academic record can elect to restore some of the previously withheld credits upon the successful completion of 15 semester credit hours. Only credits earned in courses graded 'C' or better will be considered for restoration. Major courses can be restored at the discretion of the department chairperson. If approved, only the courses and credit hours will be restored, not the grades or grade points.

Requests for credit restoration will be considered through the Office of the Registrar. There is a $25 per credit hour fee for processing the restoration of credits.

Note: For Satisfactory Academic Progress purposes, the grades the student earned during previous attendance must be calculated in the cumulative GPA, and the corresponding credit hours must be calculated in the successful completion rate, even though they are suppressed for the transcript. The student may or may not be eligible for federal student aid depending on their Satisfactory Academic Progress from when they last attended.

## Resumption of Study with a Suppressed Academic Record (Undergraduate)

Briar Cliff University allows students who have not attended the university for five or more years, to elect to suppress their previous Briar Cliff academic record. The student resumes study with a blank academic record. Prior undergraduate grades and semester credit hours will be disregarded in calculating the credits and grade point average for graduation.

This policy applies under the following conditions:
1. A student has not received credit for college-level courses during the five or more years previous to the term for which he/she wishes to enroll.
2. In evaluating admission credentials of students applying for credit readmission, all work completed prior to the five-year period specified above may be disregarded and credit withheld.
3. Requests for resumption of study with a suppressed academic record will be considered through the Office of the Registrar.

Note: For Satisfactory Academic Progress purposes, the grades the student earned during previous attendance must be calculated in the cumulative GPA, and the corresponding credit hours must be calculated in the

successful completion rate, even though they are suppressed for the transcript. The student may or may not be eligible for federal student aid depending on their Satisfactory Academic Progress from when they last attended.

## Student Handbook

The Student Handbook details the university's living standards. It is revised annually. All students enrolled at Briar Cliff are expected to review the Student Handbook and uphold the regulations described in it.

## Title IX, Sexual Violence and Harassment Policy

The Briar Cliff University Sexual violence and Harassment policy and information pertaining to on-campus confidential resources, reporting to University officials, and additional off-campus resources can be found in the Student Handbook.

## Transcripts of Credits

There is a $15 charge for official transcripts and $5 for unofficial transcripts. Requests for transcripts must be in writing. Transcript requests will be processed provided all financial obligations to the university have been met. Unless a student requests an exception, transcript information is made available, without seeking student permission, to university professional personnel whose responsibilities require such information.

## Tutoring/Course Mentors (Undergraduate)

Course mentoring services are provided to students in most 100- and 200-level courses taught in face-to-face format fall and spring semesters. Students in need of mentors may view schedules of available mentors and times through the university's website. Course mentors will provide help individually or in small groups.

## Withdrawal from the University

Students who are considering withdrawing from Briar Cliff University are asked to see the Associate Provost of Student Success and Life. Once a decision is made to withdraw from the university, an official form needs to be completed. Especially important to students is a formal exit interview with the Academic Navigation Coordinator and the Financial Aid Office in order to prevent problems in applying for state or federal financial aid at another institution.

# Options for Credit (Undergraduate)

Each academic department may accept course work in a major; therefore, a student wishing to receive credit from any method discussed below should do so after consultation with the chairperson of the department concerned. Students may receive no more than 45 combined credits for any of these options. Before a student's last 30 credit hours, all students that are currently enrolled at Briar Cliff are expected to take courses that meet major, minor, and general education requirements at Briar Cliff.

If because of scheduling limitations (The term "scheduling limitations" does not mean a course is not offered when a student wants to take the course. It means that failure to take the class at that time would result in a student having to delay his or her graduation date as a result of the class not being offered. If the course can be taken at a later time without delaying the progress of the student, the student must take the course at that time.), Briar Cliff does not offer a course required for the student's major, minor, or general education requirements, students are expected first to take an online class from the Acadeum, a course-sharing Consortium that has been approved as equivalent to the desired Briar Cliff course.

If because of scheduling limitations, Credit by Exam is an option. Credit earned by examination is not used in computing grade point averages. However, credit earned does become part of your official record and may be applied toward graduation requirements. Departmental examinations are offered by many Briar Cliff University's academic departments to allow students to earn credit in specific courses. These exams are offered at the beginning of each semester, and they are administered by the department on campus. Note: There is an associated departmental exam fee and administration fee. A student may only take a given examination once.

## Advanced Placement

Students scoring three or above on an advanced placement exam are given advanced placement credit. A $25 per credit hour fee is charged to have the advanced placement credits recorded on the student’s permanent academic record.

## Acadeum Courses

Beginning in the Spring of 2025, students will have the ability to register for a curated selection of online classes through a course sharing Acadeum platform. These courses are vetted by Briar Cliff University’s academic departments to ensure that course learning outcomes closely match Briar Cliff University learning outcomes. These courses are available as a means for a student to catch up in a program of study if a needed course is not available during a given semester at Briar Cliff University. Such a need should be communicated to a student’s academic advisor and needs to be approved by the relevant Department Chair. The department will then help identify a transferable CIC course.

## Credit-By-Examination

The university participates in the CLEP (College Level Examination Program.) Through this program, examinations in specific subjects can be taken, and students may receive credits for classes without formally having taken a course in the subject. If a student scores at or above the 50th percentile in a CLEP test, he or she may receive credit in the course if it is approved by the department chair for credit to be awarded for the major.

In all of the credit-by-examination programs, the department reserves the right to define the number and the arrangement of courses for which students can substitute CLEP. This list is updated annually by department chairs. The charge for credit-by-examination is $25 per credit hour, plus the cost of the test.

**The following courses have corresponding CLEP tests:**

| **Briar Cliff University Courses** | **Appropriate CLEP Test** |
|---|---|
| Accounting 203 Principles of Accounting I | Financial Accounting |
| Biology 151 General Biology I | Biology |
| Business/HRM 223 Business Law I | Introductory Business Law |
| Business 225 Principles of Management | Principles of Management |
| Chemistry 111, 112 Principles of Chemistry I & II | Chemistry |
| Economics 211 Principles of Macroeconomics | Principles of Macroeconomics |
| Economics 210 Principles of Microeconomics | Principles of Microeconomics |
| Education 318 Educational Psychology | Introduction to Educational Psychology |
| English 110 Introduction to Literature | Analyzing and Interpreting Literature |
| English 175 Independent Study | American Literature or English Literature |
| French 111 & 112 Beginning French | French Language, Level I |
| History 231 U.S. History to 1877 | History of the United States I: Early Colonization to 1877 |
| History 232 U.S. History Since 1877 | History of the United States II: 1865 to the Present |
| Mathematics 111 College Algebra | College Algebra |
| Mathematics 217 & 218 Calculus I &II | Calculus |
| Political Science 101 American Government | American Government |
| Psychology 110 Introductory Psychology | Introductory Psychology |
| Sociology 124 Principles of Sociology | Introductory Sociology |
| Writing 109 Introduction to College Writing | College Composition |

## Departmental Examinations

For some courses, departments may offer credit-by-examination for students who already know course content information learned through other means. Students should check with the relevant Department Chair to determine whether or not any given exam is available. These examinations will be equivalent to comprehensive final exams. If the student passes the exam, the student will be awarded credit for that course. Credit earned by examination is not used in computing grade point averages (i.e., it is recorded as a Pass). However, credit earned does become part of the student's official record and may be applied toward graduation requirements. These exams may be offered at the beginning of each semester and they are administered by the department on campus. An examination for a given course can only be attempted once.

## International Baccalaureate (IB)

The International Baccalaureate Program is an internationally recognized program. The two- year rigorous college preparatory curriculum is offered to high school juniors and seniors. This curriculum leads to final examinations in six subject areas. The curriculum is designed for highly motivated students to encourage critical thinking, develop research skills, engage in community service and provoke inquiry into the nature of knowledge. College credit will be awarded to students earning a 4 or higher on the higher-level examination offered by the International Baccalaureate Program. Each examination will count as 8 hours. The Registrar will determine the use of the scores to satisfy appropriate course requirements for the general education

foundations. The use of such credits in majors or minors will be determined in consultation with the appropriate department chairperson.

Transcripts are forwarded from the IB office if students have authorized the release of these results to Briar Cliff University. If a student prefers to personally request a transcript, please direct it to:

Registrar • Briar Cliff University
3303 Rebecca Street
Sioux City, IA 51104

As with any transcript, it must be requested in writing (by mail, fax or e-mail); be sure to use the full name under which you originally registered; provide your seven-digit IB candidate code; give the name of the IB high school you attended; and include your month and year of graduation and your date of birth.

## Off-Campus Study

Approval for courses to be taken from another institution during a regular term or summer session must be secured in advance from the Registrar for general education courses, or the department chair for major specific courses. Transfer courses may not be part of the last 30 hours. An exception will be made for courses taken through Acadeum and TEL.

# Professional and Preprofessional Programs (Undergraduate)

Briar Cliff University offers pre-professional programs and prerequisite course work for a variety of health professions including medicine, dentistry, occupational therapy, pharmacy, physical therapy, physician assistant, veterinary medicine and others.

## Pre-Law

Most law schools do not require a specific curriculum for students preparing for law, but require the baccalaureate degree for admission. The Law School Admissions Council recommends that a student be competent in oral and written communication and well-trained in such basic college studies as humanities, social sciences and natural sciences.

## Pre-Health and Medical-Related Professional Programs

Briar Cliff University offers strong preparation for a variety of pre-health and medical-related professional programs. These include—but are not limited to—Chiropractic, Dentistry, Medicine/Osteopathic Medicine, Occupational Therapy, Optometry, Pharmacy, Physical Therapy, Physician Assistant, Podiatry, and Veterinary Medicine. These programs are not academic majors but structured pathways designed to help students meet the prerequisites for admission to clinical professional schools. Students from any major at Briar Cliff may pursue these pathways. While most students preparing for these careers major in disciplines such as Biology, Chemistry, Kinesiology, Mathematics, Psychology, or Computer Science, all academic programs can be tailored to support a pre-health track. Each student is assigned a faculty advisor who is familiar with the requirements of these professional schools and can provide individualized academic guidance. Students are encouraged to meet regularly with their advisor to ensure they are on track for their intended health career.

## Radiologic Technology

Briar Cliff University has a cooperative program with the Department of Radiology Education at St. Luke's College, Sioux City, Iowa.

In this program, the student is required to spend his/her first year at Briar Cliff University and then apply for admission to St. Luke's program. After satisfactory completion of work at St. Luke's, the student is required to complete his/her senior year at Briar Cliff University. Students may elect to complete the two clinical years at an approved program other than St. Luke's.

Students who are seeking the B.S. in Radiologic Technology who have completed a two-year clinical radiologic technology program are granted 62 hours of credit. These students must complete an additional 62 hours of credit which includes course work that satisfies the distribution requirements for graduation. Graduates of this program may qualify for positions as directors in hospital radiologic departments. They will be granted the B.S. degree upon completion of the program.

Candidates for this program in radiologic technology must satisfy the admissions requirement of completing an approved radiologic technician program.

## Respiratory Care

Briar Cliff University has a cooperative program with the Department of Respiratory Care at St. Luke's College, Sioux City, Iowa.

In this program, the student is required to spend his/her first year at Briar Cliff University and then apply for admission to St. Luke's program. After satisfactory completion of work at St. Luke's, the student is required to complete his/her senior year at Briar Cliff University. Students may elect to complete the two clinical years at an approved program other than St. Luke's.

Students who are seeking the B.S. in Respiratory Care who have completed a two-year clinical respiratory care program are granted 62 hours of credit. These students must complete an additional 62 hours of credit which includes course work that satisfies the distribution requirements for graduation. Graduates of this program may qualify for positions as directors in hospital respiratory care departments. They will be granted the B.S. degree upon completion of the program.

Candidates for this program in respiratory care must satisfy the admissions requirement of completing an approved respiratory care program,

## Social Work Program

The social work program prepares generalist social workers at the undergraduate level for entry-level positions in social work and for graduate social work education. The Briar Cliff University social work program has infused gerontology throughout the curriculum. The BSW program has been accredited by the Council on Social Work Education since 1974 and has nine expected educational competencies.

## Teacher Education Program

The Teacher Education Program at Briar Cliff University includes preparation for teaching in the elementary and secondary schools and includes preparation for K-12 endorsements in many disciplines.
A fundamental assumption exists that each student preparing to teach will have a good general education, a depth of preparation in a content area and a planned program in professional courses and experiences.

# A Liberal Education (Undergraduate, Traditional)

A liberal education prepares students to live with significance, direction and purpose. What one does and how one earns a living is an important dimension of human endeavor, but what one is and how one lives extends far beyond the work or profession which an individual pursues. All humans need to relate to family, neighbors and community. All need to vote intelligently, shop wisely, recreate deeply and worship sincerely. For most people, sound parenting and creative family life become highly absorbing focal interests of daily activity.

Because the general-education curriculum makes up the core of every Briar Cliff undergraduate student's education, the university expects that the teaching of these courses meets the highest standards of scholarly, evidence-based practices. These practices include, but are not limited to, active learning, seminar-style discussion, intensive writing, collaboration, research, exploring diverse perspectives, creating portfolios, service-learning, community-based learning, and oral communication and presentation. General-education courses are envisioned to be interdisciplinary in nature, involving the exploration of big, relevant, and contemporary real-world issues, and promoting skills of information literacy. These courses will provide students with a broad foundational knowledge they can use in their disciplines, in rewarding careers after graduation, and in a lifetime full of learning.

## Goal of Program

Following in the rich intellectual tradition of Catholic institutions of higher learning, Briar Cliff University offers its students a liberal education based on the values of intellectual freedom, personal responsibility, commitment to society, and respect for the dignity of the human person. Briar Cliff graduates are prepared for success in their chosen fields as well as for lifelong learning. They are reflective people, aware of the interconnectedness of knowledge, and able to ask challenging questions. From local and global perspectives, they appreciate the rich diversity of ideas and experiences that characterize the human condition. They accept responsibility for the ethical consequences of their actions and are willing to be agents of appropriate change. Committed to the Franciscan values of peace, respect for creation and service to community, they carry the Briar Cliff mission and traditions with them throughout their lives.
A Briar Cliff University graduate will be a person who

- Critically examines knowledge as expressed in the liberal arts tradition;
- Mindfully contemplates Franciscan values and their application to the self, others, and the realities of present day life;
- Skillfully communicates in multiple modes and platforms for a diverse, global audience;
- Creatively thinks and problem-solves ;
- Ethically leads in purposeful, loving service to creation.

## Requirements – Traditional Students

As a part of Briar Cliff University's graduation requirements, all first-time, degree-seeking students will complete the Core Values Curriculum (CVC). The Registrar's office performs a transcript evaluation of all students who enroll with existing credits from dual-enrollment, College Level Examination Program (CLEP), or Advanced Placement (AP) courses and applies these credits where appropriate.
The CVC is a values-based program that focuses on Briar Cliff's four Franciscan values:

- Building a Caring Community

- Peacemaking
- Reverencing Creation
- Connecting with Joyful Service

Within these values, students must take signature courses from 8 foundational literacies, courses from 3 other literacies, global perspectives, and a capstone course. These are detailed below:

1. **Art Literacy** 1 course
2. **BCU Literacy** 1 course (BCU Experience)
3. **Ethical Literacy** 1 course
4. **Foreign Language Literacy** 2 courses
- Note: If the foreign language literacy is met prior to enrolling at BCU, those students must take 1 (one) **Cultural & Societal Literacy** course
5. **Information Literacy** 1 course
6. **History Literacy** 1 course
7. **Quantitative Literacy** 1 course
8. **Science Literacy** 1 course
9. **Social/Behavioral Literacy** 1 course
10. **Theology Literacy** 1 course
11. **Writing Literacy** 2 courses
12. **Global Perspectives Literacy** 1 course (LIBA 410/420)
13. **Capstone** 1 course

The maximum number of courses that a student would take to fulfill the Core Values Curriculum is 15. The maximum number of credits a student would take is 43-45.

## Requirements--Transfer Students

Students who transfer to BCU are required to fulfill the Core Values Curriculum unless they have received an Associate's of Arts (AA), Associate's Degree in Nursing (ADN), Associate's of Science (AS), or bachelor's degree prior to transferring to Briar Cliff. If they have earned one or more of these degrees, then they are exempt from all of the CVC requirements except:

- Blended Theology and Franciscan Values Course (currently CORE-310) or equivalent
- LIBA-410 or global equivalent

Non-first-time, degree seeking students who transfer in 27 or more credits, but do not have an associate's or bachelor's degree, will take a combination Theology and Franciscan Values Course (currently CORE-310) instead of Core 105 Briar Cliff Experience.

## Requirements--Degree-Completion Students

Students who enroll at BCU to complete their degrees and have previously earned an Associate's of Arts (AA), Associate's Degree in Nursing (ADN), Associate's of Science (AS), or bachelor's degree are exempt from all the CVC requirements.

## Franciscan Values

In submitting a course to be part of the Core Values Curriculum, it is understood that faculty teaching the course will commit to participate in collaboration with faculty in courses in that Franciscan Value for that semester.

A course can be in only one Franciscan Value in a semester. A course can be taught in different Franciscan Values, but not at the same time. If a course is taught in another Franciscan Value, it will need to be resubmitted to the Curriculum Committee and the Core Values Curriculum Committee for approval. Students are encouraged to take courses from all four Franciscan Values:

- Building a Caring Community
- Peacemaking
- Reverencing Creation
- Connecting with Joyful Service

## Learning Outcomes

The learning outcomes for all areas of the CVC are listed below. CVC courses must meet all learning outcomes for the designated literacy. Any department may propose a course in any literacy subject to accreditation guidelines.

**1. Art Literacy**

A. Identify how artistic communication captures and influences human experiences.
B. Evaluate how artistic communication shapes societal and cultural perceptions.
C. Use artistic tools to explore the link between artistic expression and cultural identity.
D. Create works using various artistic media that demonstrate the link between art and our cultural and historical stories.

**2. BCU Literacy**

A. Experience and reflect on St. Francis' life and Franciscan traditions through service in a community setting.
B. Reflect on the connection between Francis' life, the liberal arts and areas of study.
C. Develop core skills for academic and personal success.
D. Articulate the fundamental impact of attending college.
E. Apply BCU Core Franciscan values. (Where is the application taking place?)

**3. Ethical Literacy**

A. Describe the central features (e.g., concepts, constructs, and principles) that comprise different ethical frameworks or schools of thought.
B. Compare the strengths and weakness of different ethical frameworks.
C. Identify central features of historical and/or contemporary ethical issues.
D. Analyze a historical or contemporary issue through the application of an ethical framework.

**4. Foreign Language Literacy**

A. Engage in basic written and spoken conversations in the target language.
B. Understand the cultural context of the target language, including customs, traditions, and societal norms.
C. Demonstrate proficiency in listening, speaking, reading, and writing.
D. Construct projects that identify significant community issues through dialogue with native speakers.

**4(a). Cultural and Societal Literacy (for students who satisfy the foreign language requirement in high school)**

A. Analyze historical and contemporary issues involving diversity.
B. Explore how diversity and privilege impact individuals, communities, and societies.
C. Examine personal biases and assumptions through comparing diverse cultural, social, and historical perspectives.
D. Illustrate cross-cultural understanding in real-life situations, both interpersonal and professional.

**5. Information Literacy**

A. Access needed information effectively and efficiently.
B. Critically evaluate the sources of information.
C. Incorporate information effectively to accomplish a specific purpose.
D. Understand the economic, ethical, legal, and social issues surrounding the use and access of information.

**6. History Literacy**

A. Recognize and evaluate the human past in its own right, as well as apply historical knowledge, perspective, and thinking to contemporary issues.
B. Connect and analyze past events, ideas, and individuals in a historical context by reading and interpretating primary sources (including written documents, archival records, literature, and historical artifacts).
C. Appreciate the complexity of the historical record by grappling with biased and contradictory perspectives, the multicausality of past events, and the evolution of historical interpretation and historiography.
D. Develop skills in the historical method, including critical thinking, academic professional writing, and effective argumentation to examine and explain the past.

**7. Quantitative Literacy**

After completing a course in the Quantitative Literacy area, students will be able to:

A. Read and understand quantitative information
B. Use algebraic, graphical and statistical methods to solve problems in context
C. Interpret mathematical models and draw inferences from them
D. Compare and assess alternative solutions of quantitative problems
E. Effectively communicate conclusions of quantitative investigations
F. Recognize limitations of mathematical and statistical methods
G. Use appropriate technology as a problem-solving tool

**8. Science Literacy**

A. Describe the scientific method.
B. Understand how evidence is used in science to answer questions.
C. Demonstrate knowledge of the properties of nature.
D. Apply scientific knowledge to solving everyday problems.

**9. Social/Behavioral Literacy**

A. To identify, understand, and behave in accordance with the various ethical principles that shape research and practice in the social and behavioral sciences.
B. To understand the importance of culture in the development and application of theories in the social and behavioral sciences.
C. To translate the findings from experimental studies in the social and behavioral sciences to everyday human experiences.
D. To appraise the validity of the principles within the social and behavioral sciences and The Scientific Method as viable solutions for behavior change.

**10. Theology Literacy**

A. Describe theological teachings, doctrines, or concepts within one or more faith traditions.
B. Summarize the texts and/or practices that shape a religious tradition.
C. Analyze the dynamic relationship between religious truth-claims and their personal and/or societal implications.
D. Apply the various disciplinary methods required for theological reflection, including textual, historical, social, and/or cultural analysis.

**11. Writing Literacy**

A. Demonstrate a rhetorical awareness of the appropriate audience, purpose, context, and register
B. Research and synthesize information from multiple sources in an ethical manner
C. Evaluate and critique evidence, logic, arguments, and counterarguments
D. Make claims that are supported by evidence and explain all relevant connections, context, and significance
E. Organize information efficiently and coherently with appropriate transitions
F. Write clearly, concisely, and correctly according to all relevant grammar, style, and citation standards
G. Include relevant design features to enhance audience usability and comprehension when communicating in multiple modes of expression.

**12. Global Perspectives**

**13. Capstone**

# Requirements for Graduation (Undergraduate)

Degree candidates must meet the graduation requirements of the catalog in effect at the time of graduation or of either of the previous two catalogs, provided that the student was enrolled at either Briar Cliff University or another institution with which Briar Cliff has a joint admission articulation. Briar Cliff reserves the right to make changes in curricula.

Students who have not completed all the requirements for graduation may participate in the commencement exercises upon the submission of a written plan documenting how they will be able to complete these requirements. **All students who intend to graduate in May, August or December must apply to graduate by Feb. 1.**

## Associate Degree

A candidate for an associate degree must meet the following requirements:

1. Complete a minimum of 62 credit hours. Developmental courses may count toward graduation.
2. Maintain cumulative grade point average of 2.0.
3. Complete intellectual foundations for liberal arts as specified on page 131.
4. Complete two full years of the same foreign language in high school or 8 semester hours of the same language at the college level.
5. Complete at least 15 credit hours at Briar Cliff.
6. Complete the last 15 credit hours at Briar Cliff, and these may not include credits from any other institution of post-secondary education. Exceptions will be made in cases of credit earned from CLEP tests, Regents College Examinations and departmental proficiency examinations.
7. **Complete an application for graduation by Feb. 1.**

## Bachelor Degree

A candidate for a bachelor degree must meet the following requirements:

1. Complete a minimum of 120 credit hours. Developmental courses may count toward graduation.
2. Maintain a cumulative grade point average of at least 2.0 on a 4.0 system. Maintain a 2.0 in the major; same rule applies to the minor.
3. Complete the appropriate liberal arts education components (traditional or degree completion, dependent on student type).
4. Complete two full years of the same foreign language in high school or 8 semester hours of the same language at the college level (traditional undergraduate).
5. Complete a major.
6. Complete at least 30 credit hours at Briar Cliff University. Accreditation requirement.
7. Complete the last 30 credit hours at Briar Cliff University. Exceptions will be made in cases of credits earned through Acadeum or TEL.
8. Courses required for the major that also count for general education requirements may be counted for both.
9. **Complete an application for graduation by Feb. 1.**

## Second Bachelor Degree

To receive a second baccalaureate degree at Briar Cliff University a student must:

1. Meet in previous or future work the foundation requirements at Briar Cliff.
2. Complete in previous or future work the required credit hours for the new major.
3. Complete a minimum of 30 credit hours at Briar Cliff.

# Areas of Study (Undergraduate, Traditional)

**Degrees are available in the following areas:**

- Accounting
- Behavior Analysis
- Biochemistry
- Biology
- Business Administration
- Chemistry
- Computer Science
- Criminal Justice
- Data Analytics
- Elementary Education
- Engineering
- Environmental Science
- Exercise and Health Science
- Finance
- Graphic Design
- History
- Human Performance
- Human Performance and Management
- International Business
- K-12 Education
- Marketing
- Mass Communications
- Nursing
- Psychology
- Radiologic Technology
- Respiratory Care
- Secondary Education
- Social Work
- Spanish Interpretation and Translation
- Sports Information
- Sports Management
- Theology

## Notes on Courses Fulfilling General Education Requirements

On the first line of the course description of each course meeting a General Education requirement is a symbol noting which requirement the course meets. The courses are coded using the following system:

(AL) Art Literacy
(BL) BCU Literacy
(EL) Ethical Literacy
(FL) Foreign Language Literacy
(CL) Cultural and Societal Literacy
(IL) Information Literacy
(HL) History Literacy
(QL) Quantitative Literacy
(SL) Science Literacy
(SBL) Social/Behavioral Literacy
(TL) Theology Literacy
(WL) Writing Literacy
(GL) Global Perspectives Literacy
(CA) Capstone

# Accounting

*Bachelor of Arts, Minor*

The mission of the Briar Cliff University Business Department is to deliver a quality education and develop individuals who can provide leadership in a changing global environment, within an ethical and socially responsible framework. This is accomplished through a broad education using business theory and practice and based upon a liberal arts foundation.

The department's goals are based on a concept that emphasizes not only technical competence but also the ethics of professional service, thus seeking to foster sensitivity and responsiveness to social responsibilities as well as the ability to identify and pursue personal opportunities. The faculty endeavor to achieve these goals through a variety of teaching techniques including lectures, cases, role-playing, seminars, directed study, internships and computer team simulations. The department arranges and supervises internships in all majors for qualified juniors and seniors.

The curriculum for the major in accounting is designed with the principal goal of developing a level of technical competence necessary to prepare the student for a career as a professional accountant. The required coursework provides the student with the minimum educational requirements to sit for the Uniform Certified Public Accountant examination and other similar professional accounting certifications.

This program has also been designed to provide the student with a broad educational background which emphasizes social responsibility and professional service. Major course work has been designed to build on the student's liberal arts foundation coursework that emphasizes reading, writing, mathematics, research, critical thinking and problem-solving skills to accomplish these objectives.

Upon graduation, students majoring in accounting will be able to demonstrate competencies in the core areas of research, problem solving, statistical analysis, computer skills, mathematics, oral communication and writing, apply ethical reasoning to decision making and demonstrate personal and team leadership skills, exhibit knowledge of the legal, regulatory, ethical and technological issues inherent in the global environment of business today, demonstrate skills necessary to progress in a career and/or pursue advanced studies, apply fundamental knowledge of economics, finance, information systems, accounting research, law, management and international business to decision making, demonstrate an overall perspective of the basic elements of accounting theory, concepts and applications.

**Bachelor of Arts Requirements:** Minimum of 30 credit hours from the accounting offerings (ACCT) including ACCT 203, 204, 316, 317, 323, 324, 340, 350, 403 and 465. In addition, BUAD 210, 220, 223, 225, 226, 301, 330, 352, 365, 429, 476 and ECON 210, 211 are required. Majors are also required to take one of the following: MATH 200, 217, or 324. Those pursuing CPA certification are encouraged to take at least 6 credit hours of the following: BUAD 224, ACCT 370, 413, 420 or ACCT Internship. The business faculty will certify the general education service component and competencies in computer usage, morals/ ethical reasoning, oral communication, research and writing in this major. For graduation, a student must have a C- or better in all major core and supporting courses. Students interested in completing 150 credit hours for CPA examination at Briar Cliff University may consult with their academic advisor for the requirements.

**Minor Requirements:** Minimum of 18 credit hours in accounting including the following ACCT 203, 204, 323, and 324.

**Faculty**
**Mr. Paul Santos,** Associate Professor of Accounting and Chairperson

**Mr. Joseph Ciquera**, Assistant Professor of Business Administration
**Mr. Scott Griffith,** Assistant Professor of Business Administration
**Dr. Jeffrey White,** Assistant Professor of Sport Management
**Mr. William Eberle,** Professor of Business Administration and Accounting *Emeritus* *
**Mr. George Frangedakis,** Professor of Business Administration and Accounting *Emeritus* *
**Ms. Barbara Redmond,** Professor of Business Administration *Emerita*
**Mr. Vali Sorathia,** Professor of Business Administration and Accounting *Emeritus* *
**Dr. Judy Thompson,** Professor of Business Administration *Emerita*

**Accounting Courses (ACCT)**

**ACCT 203 Principles of Accounting I** **3 sem. hrs.**
An introduction to the use of accounting in the decision-making process. Course competencies will be developed in the areas of identifying the role of accounting in society, basic accounting and business terminology, accounting standards and generally accepted accounting practices, and analysis, preparation and interpretation of financial statements of business entities. • Fall/Spring

**ACCT 204 Principles of Accounting II** **3 sem. hrs.**
This course is designed to continue financial statement analysis and introduce the basics of managerial accounting, including, but not limited to, the following: cost behavior, costing methods, cost-volume-profit analysis, budgeting, planning and control and other introductory topics.
**Prerequisite:** ACCT 203 • Fall/Spring

**ACCT 311 Vita (Volunteer Income Tax Assistance)** **1, 2 or 3 sem. hrs.**
Theory and practice of individual income tax preparation. This course fulfills the community service component.
**Prerequisite:** Sophomore status; ACCT 316 • Spring

**ACCT 316 Federal Taxation I** **3 sem. hrs.**
An introduction to federal tax law as it applies to individuals. Topics covered include the basic tax model, basic tax research and planning, determination of gross income, exclusions, adjustments, deductions, losses, taxable income, depreciation, passive activity losses, alternative minimum tax, tax credits, payment procedures, capital gains and losses, property transaction, nontaxable exchanges, accounting bases, accounting periods and return preparation.
**Prerequisite:** ACCT 204 • Fall

**ACCT 317 Federal Taxation II** **3 sem. hrs.**
An introduction to federal tax law as it applies to corporation, partnerships, S-corporations, and trusts and estates. Basics of tax planning, research and tax preparation for some of these entities are also introduced.
**Prerequisite:** ACCT 316 • Spring

**ACCT 323 Intermediate Accounting I** **3 sem. hrs.**
This course is an intensive study of accounting principles and current methodology. It includes analyses of problems concerning the recording and reporting of accounts and the accounting process under U.S. Generally Accepted Accounting Principles (GAAP). It also covers the interrelationship of balance sheet and income statement accounts and business asset accounting. Where appropriate International Financial Reporting Standards will be contrasted with U.S. GAAP.
**Prerequisite:** ACCT 204 • Fall

**ACCT 324 Intermediate Accounting II** **3 sem. hrs.**

This course is an intensive study of accounting principles and current methodology. It includes analyses of problems concerning the recording and reporting of accounts and the accounting process under U.S. Generally Accepted Accounting Principles (GAAP). It also covers the interrelationship of balance sheet and income statement accounts and the accounting for business liabilities and stockholders' equity. Where appropriate International Financial Reporting Standards will be contrasted with U.S. GAAP.

**Prerequisite:** ACCT 323 • Spring

**ACCT 340 Accounting Information Systems** **3 sem. hrs.**

A study of the process of documenting the accounting process and determining how to allow for proper internal controls in the process when selecting and using a computer-based accounting information system. The course will focus on the process for implementation and management of ERP systems. The course will include an introduction to XBRL, a system for reporting financial information for public companies.

**Prerequisite:** BUAD 220, ACCT 204 • Fall (even years)

**ACCT 350 Cost Accounting** **3 sem. hrs.**

An advanced study of cost/managerial accounting. This course will build on cost/managerial accounting in the functional areas of operations, control and decision making.

**Prerequisite:** ACCT 204, ECON 201, Statistics course, BUAD 220 • Fall (odd years)

**ACCT 370 Governmental Accounting** **3 sem. hrs.**

A study of the governmental and nongovernmental nonprofit financial reporting principles. Reporting requirements of nonprofit entities including colleges and universities, hospitals and other nonprofit entities. Comprehensive annual financial report requirements of governmental entities, as well as supplemental information of other nongovernmental nonprofit entities.

**Prerequisite:** ACCT 324 • Spring (odd years)

**ACCT 403 ASC Research** **3 sem. hrs.**

Students will apply accounting, management, finance and statistical theories to various accounting situations. They will also explore the process of the development of accounting standards, including accounting codification.

**Prerequisite:** ACCT 324 • Fall

**ACCT 413 Advanced Accounting** **3 sem. hrs.**

Study of accounting theory and practice relative to business combination; consolidated financial statements; inter-company transactions; issues relating to subsidiaries and special applications of consolidated procedures; and branch accounting and partnership accounting.

**Prerequisite:** ACCT 324, BUAD 220, Senior status, or permission of instructor. • Spring (even years)

**ACCT 420 Forensic Accounting** **3 sem. hrs.**

A study of detection, prevention and investigation techniques used to find fraud in financial statements. Students will learn how to gather evidence and use analytical skills to resolve allegations of fraud.

**Prerequisite:** ACCT 324 • Spring (even years)

**ACCT 465 Auditing** **3 sem. hrs.**

A study of audit concepts and objectives, principles of internal control, audit reports, and procedures.

**Prerequisite:** ACCT 324, Statistics course, or permission of instructor • Spring

**ACCT 175, 275, 375, 475 Independent Study** **3 sem. hrs.**

Approved research project or reading program under the direction of accounting instructor.

*With department approval* • As Needed

**ACCT 390, 490 Internship in Accounting** **3 sem. hrs.**

To be arranged. Permission of the department is required. • Fall/Spring

# Art

**Faculty**
**Mr. Thomas Wharton,** Assistant Professor of Art
**Mr. Jeff Baldus**, Professor of Art *Emeritus*
**Ms. Mary Ann Lonergan,** Assistant Professor of Art *Emerita**
**Dr. Judith Welu,** Professor of Art *Emerita*
**Mr. William Welu,** Professor of Art *Emeritus*
**Ms. Nan Wilson,** Professor of Art *Emerita*

Art at Briar Cliff University immerses students in a diverse array of art forms and techniques, offering a comprehensive educational experience. The art courses are designed to expose students to various artistic dimensions while encouraging personal exploration.

Pursuing art courses or an art minor provides a valuable interdisciplinary enhancement to any major, equipping students with skills in creative problem-solving, forward-thinking, and an enriched understanding of aesthetics.

Everything around us is created or designed by someone. Art at BCU inspires students to rethink how they create, use, appreciate, and consider the spaces they interact with, whether digital or physical. This approach helps individuals understand their unique realities and articulate their responses through visual expression. In doing so, they learn to be self-directed learners, growing independently and deepening their connection to the creative processes that continuously shape our world.

The education gained through art is increasingly prized in today's job market. Employers seek individuals who can think critically, innovate, and communicate effectively—qualities that are cultivated through artistic exploration. Additionally, art courses help students set personal goals, develop strategies to achieve them, and manage unforeseen challenges. Creative problem-solving, which often involves spontaneous decision-making and adaptability, is particularly valuable in management roles where unique solutions to complex problems are essential.

**Art Minor:**
Students will complete any six courses in the ART prefix, totaling 18 credits. In addition to ART courses, students may also count the following toward the minor:

- MCOM 216 Basic Photography
- GDES 224 Typography
- GDES 225 Graphic Communications

**Teaching Endorsement: K-12 Art Education**
Requirements: The K-12 Art teaching endorsement requires courses that include: ART 115, 116, or 117; ART 349, 350, 351, 352, or 450; ART 110 or 210; ART 111, 130, or 230, ART 440, ART 332, ART 460, and 9 credits of art electives Courses in the K-12 Education major are also required.

**Art Courses (ART)**

**ART 108 International Art Travel Seminar** **3 sem. hrs.**

This course is an international travel experiential learning tour with an emphasis on art history. During this short-term study abroad, students and instructor will encounter famous original works of art and explore cities and villages throughout selected regions. Transportation and accommodations will be arranged. Preparatory meetings will be held in advance of the trip. Specific destinations will be announced a year in advance.

- As needed

**ART 110 Drawing I** **3 sem. hrs. (AL)**

This course focuses on learning to see form through the process of drawing still-life and the human figure. It is open to all students; those who have some drawing experience and those without prior experience. The course assists the student towards improvement of their visual observation skills and provides individualized attention in developing the student's rendering of three-dimensional objects in two dimensions. A variety of media is utilized.

**Art 111 Design** **3 sem. hrs.**

Design is an introductory course in the elements of art and the principles of design. Projects will include 2 and 3-dimensional organization. Studio activity will include a variety of media in the production of assignments. The design projects will progress from basic exercises to complete compositions. This course prepares the foundation for students interested in drawing, painting, sculpture, architecture, applied and graphic design.

**ART 112 Introduction to Visual Arts** **3 sem. hrs. (AL)**

This course is for the non-art major and is open to everyone. It introduces the student to the fundamental principles needed to develop a basic understanding of the creative, structural and expressive dimensions of the visual arts. It is an exploration of the theories, media, and historical context that has informed artists.

- As needed

**ART 115 Art History: Prehistory-Gothic from the Ancient World** **3 sem. hrs.**

This historical survey of Western Art from Prehistory through Gothic includes Prehistory, Egyptian, Ancient Near East, Aegean, Greek, Etruscan and Roman; and The Middle Ages: Early Christian, Byzantine, Early Medieval, Romanesque, and Gothic periods.

- As needed

**ART 116 Art History: Renaissance-Modern** **3 sem. hrs.**

This historical survey of Western Art from Renaissance through Modern includes Early and High Renaissance, Mannerism, Late Gothic, Baroque and Rococo; and The Modern World: Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism, and Twentieth Century.

- As needed

**ART 117 Art History: Contemporary Art** **3 sem. hrs. (AL)**

This contemporary survey of Modern Art includes Early Modernism, Cubism, Expressionism, Futurism, Dadaism, De Stijl, Surrealism, Abstract Expressionism, Pop Art, Minimalism, Post-Painterly Abstraction, Conceptualism, Lyrical Abstraction, Hyper Realism, Neo-Expressionism, Post-Modernism, and the contemporary.

**ART 130 Ceramics I** **3 sem. hrs. (AL)**
Ceramics is an introduction to working with earthen clay. Students will have direct studio experience in mixing and wedging clay, preparing and applying glazes, working at the wheel, and participating in the firing of ceramic artwork. The department uses electric and gas kilns with instruction in the various clay bodies and glazes. During the course the student is introduced to a diversity of examples in ceramics from both eastern and western cultures.

**ART 210 Drawing II** **3 sem. hrs.**
Drawing II is an advanced course in drawing with emphases on furthering drawing skills and producing creative compositions in various media resulting in finished works. This course relies on critical skill development from Drawing I.

**ART 217 Reading Seminar** **3 sem. hrs.**
This is a seminar course with selected readings in contemporary, avant-garde art and theories, emphasizing major artists and critics. This course prepares the student for critical discussion and research in the studio and the critical reading. As a forum of concepts and ideas, the student is challenged to consider the purpose and meaning of twentieth century art as they begin to deal with their own art forms and develop their personal philosophy of art.

- As needed

**ART 225 Media and Techniques** **1 sem. hr.**
This course introduces the student to a broad range of materials and methods used in producing art works. It is the philosophy of the department that ideas and needs control the use and selection of media. Traditional media and methods will be introduced as a foundation along with specialized media and techniques for a diverse overview. This course is offered only in conjunction with Art 250.

- As needed

**ART 230 Ceramics II** **3 sem. hrs.**
This ceramics course is an advance of Art 130 Ceramics I. Students in this course will advance beyond the introductory methods and techniques of Ceramics I and strive to achieve a higher level of technique and a more refined aesthetic form.
**Prerequisite:** Art 230

**ART 235 Encounter with Art I** **1 sem. hr.**
In this course students will travel to regional galleries and museums. The focus is on direct encounter with the form, medium, techniques and installation of original works of art. This experience will enhance the student's artistic direction, appreciation, and theory of art.
**Prerequisite:** ART 250 or concurrent with ART 250

**ART 349 Studio I** **3 sem. hrs.**
Studio I is the first studio course designed to pursue, develop and investigate possibilities that are related to the student's core sensibility and aesthetic and conceptual direction. The creative process in this course takes the student through numerous and varied studies and culminates in the first finished work. Selection within a variety of media used in drawing, painting, sculpture, and mixed media gives the student the opportunity to explore their artistic interest.

**ART 350 Studio II** **3 sem. hrs.**
Studio II is a continuation of ART 250 with an emphasis on producing finished works. This process of completing works promotes a creative evolution of ideas and forms. Throughout the course the student may change and modify media as the works develop. Studio production and criticism foster the artistic development of the student. Discussion and research of well-known artists, art works, media, techniques, aesthetics and theory will be included in the studio experience.

**ART 332 Special Methods of Teaching Elementary Art** **3 sem. hrs**
This survey course explores the models and strategies necessary to build a K-6 art education program. Students will be introduced to educational strategies used in successful art programs as well as the DBAE (Discipline Based Art Education) of instruction. Study of curriculum and pedagogy will coincide with a 20-hour practicum in an elementary classroom.

- As needed

**ART 345 Encounter with Art II** **1 sem. hr.**
This course takes Art 235: Encounter with Art I to the next level. Students will be expected to relate original works of art travel to their own work.

**ART 351 Studio III** **3 sem. hrs.**
Studio III is a continuation of ART 350 with a continuing emphasis on producing finished works. Discussion and research of established artists, art works, media, techniques, aesthetics, and theory will be included in this studio experience.

**ART 352 Studio IV** **3 sem. hrs.**
Studio IV continues the emphasis on finished works. At this stage of development, the student accepts more responsibility for the direction of their work, the technical application of media, and the researching of related artists and art forms. Media and methods are open to the student as their work progresses. Discussion and research of established artists, art works, media, techniques, aesthetics, and theory will be included in the studio experience. Studio discussion and criticism remains a vital part of the process in the production of the artwork.

**ART 425 Senior Seminar** **1 sem. hr.**
Students will select and collectively explore topics on contemporary issues in art. Discussions will emphasize the complex nature of the business of art. Students will visit many local artist studios, art galleries, and outdoor exhibitions.

**ART 440 Special Methods of Teaching Secondary Art** **3 sem. hrs.**
This survey course explores junior and senior levels and teaching methods necessary for a successful art program. Students will study the characteristics of the secondary student, classroom management, and teaching procedures. Involvement with 2-D and 3-D techniques and media is applicable to this level. Students will participate in a 20-hour practicum in a secondary classroom.

- As needed

**ART 450 Studio V** **3 sem. hrs.**
Studio V is a level of studio production which recognizes the capability of the student to be self-directed and encourages the student to that end. The student may engage in an interactive dialogue during the development of the work or participate in a critique at the completion of the work. Discussion and research of artists, art

works, media, techniques, aesthetics, and theory will be included in the studio experience. This level focuses on advanced work, integration of theory and personal form, and an ability to function independently.
**Prerequisite:** ART 352

**ART 460 Studio VI, Thesis** **3 sem. hrs.**
This course is a senior capstone course in which a student produces a defining work and writes a position paper on their personal philosophy of art. Student work will be independently produced with formal and conceptual significance and technical control. The student will receive post-production criticism. The student will install a cohesive exhibition of their works, including the Thesis work, and present a paper and images of their work to the department. The student will develop an electronic presentation of the evolution of western art using images from prehistory - modernism and include a selection of works supporting the student's core sensibility.

- As needed

**ART 175, 275, 375, 475 Independent Study** **1 to 3 sem. hrs.**
With departmental approval

**ART 380, 390 Internship** **1 or 3 sem. hrs.**
With departmental approval

# Behavior Analysis

*Bachelor of Arts*

The behavior analysis major provides students with an opportunity to investigate the science of human behavior from a behavior analytic perspective. Through your experiences in this major you will learn to assess and design behavior interventions intended to influence socially significant human behavior. There is a strong hands-on component to this coursework (practicum) where you will apply concepts from the classroom and develop clinical skills. This major's requirements reflect the requirements of the Behavior Analyst Certification Board to be able to sit for the exam to become a Board-Certified Assistant Behavior Analyst (BCaBA). It is essential that you meet with the Program Director if you are interested in pursuing a BCaBA certification. Individuals receiving a BCaBA most often provide direct applied behavior analytic services to clients (e.g., intellectual and developmental disabilities, education, higher education, parent and caregiver training, behavioral pediatrics, child welfare, brain injury rehabilitation, corrections and delinquency, and behavioral gerontology), but they also find employment in administrating such services, consulting with agencies, and in K-12 education settings.

**Bachelor of Arts: Requirements:** Students must complete all the following required courses: PSYC 111, PSYC 211, PSYC 294, PSYC 295, PSYC 310, PSYC 311, PSYC 333, PSYC 400, PSYC 455, PSYC 465, PSYC 493 (≥ 9 credits), PSYC 11IS, and PSYC 05IS. Students must complete one of the following elective courses: PSYC 445, PSYC 452, or PSYC 460.

**Basic Behavior Analysis Minor**

**Requirements:** Complete seven approved Behavior Analysis courses including PSYC 111, PSYC 311, and PSYC 400, and PSYC 455 totaling 21 credits.

**Applied Behavior Analysis Minor**

**Requirements:** Complete PSYC 111, PSYC 311, PSYC 400, PSYC 455 and 9 credits of Intensive Practicum Experience (PSYC 493) totaling 21 credits.

**Behavior Analysis Courses (PSYC)**

**PSYC 111 Introduction to Behavior Sciences** **3 sem. hrs.**

This course is an introduction to the principles of learning and behavior that are the natural science of behavior analysis. This class will help students to learn how events in their everyday lives affect their behavior. This class is designed to help students to learn to think about and investigate behavior as a behavior analyst does. This class will introduce how behavior analysts investigate behavior and how reinforcement, stimulus control, and aversive control can affect behavior. • Fall

**PSYC 211 Professional Development for Psychology Majors** **3 sem. hrs.**

The purpose of this course is to prepare students for their professional lives by improving their writing (e.g., grammar, style, APA format, etc.), interviewing, and analytical skills (e.g., understanding research articles). • Spring

**PSYC 294 Psychological Statistics** **3 sem. hrs.**

The purpose of this course is to introduce students to the use of the scientific method in psychology and the statistical analysis of empirical data. Students will contact material and methods relating to descriptive, correlational, and inferential statistical methodology. Concurrent to lecture discussions and demonstrations, students will have opportunities to apply and compute the key formulas used in experiments. Students will be introduced to and properly trained in the use of the Statistical Package for Social Sciences (SPSS). The definitions, computational methods, and rationale for statistics will be thoroughly communicated via lecture, discussion, and active "laboratory" work.

**Prerequisite:** PSYC 110 or PSYC 111 • Fall

**PSYC 295 Experimental Psychology 4 sem. hrs.**
Emphasizes the study of experimental methodology, research design, and analysis of research data using SPSS. The laboratory sessions provide practical experience in conducting research and learning to communicate research results.
**Prerequisite:** PSYC 110 or PSYC 111, MATH 200. (Instructor permission required) • Spring

**PSYC 310 Single-Subject Research Methods 3 sem. hrs.**
Students will be introduced to the single-subject research method designs most used in Applied Behavior Analysis. Throughout the course, emphasis will be placed on the necessity of demonstrating experimental control at the single-subject level. Students will practice defining and measuring target behaviors in appropriate experimental and applied contexts. As a measure of comprehension, students will complete weekly exams and a semester-long project in which students select a target behavior, intervention, and experimental design.
**Prerequisites:** PSYC 111

**PSYC 311 Ethics in Behavior Analysis 3 sem. hr.**
In this course students will learn the BACB guidelines for responsible conduct in behavior analysis and disciplinary and ethical standards and procedures. The guidelines address ethical and professional concerns particular to BACB certificates, as well as other concerns that are salient to the interactions between behavior analysts, the people they serve, and society, in general. This class will prepare students for clinical work as behavior analysts. This class will help students recognize and think through ethical dilemmas that arise when providing services to vulnerable populations.
**Prerequisite:** Majors Only • Spring (odd years)

**PSYC 333 Assessment in Behavior Analysis 3 sem. hrs.**
In this course students learn how to conduct behavior analytic assessments (e.g., preference assessment, reinforcer assessments, functional behavior assessments). This class will help students learn how to determine why individuals engage behaviors. This class will introduce students to different interventions and behavior-change systems (e.g., functional communication training, task analyses, use self-management strategies, token economies, direct instruction). This class will introduce students to management and supervision systems (e.g., monitoring procedural integrity, behavioral skills training, performance monitoring and reinforcement systems).
**Prerequisite:** PSYC 110 or PSYC 111 • Fall (even years)

**PSYC 400 Principles of Learning 3 sem. hrs.**
The study of the principles of conditioning, learning, and memory in animals and humans. Special emphasis on theoretical foundations and practical applications. Traditional and current theoretical perspectives are evaluated in the light of empirical research evidence.
**Prerequisite:** PSYC 110 or PSYC 111 • Fall (odd years)

**PSYC 445 Behavioral Neuroscience 3 sem. hrs.**
In this course students will acquire an advanced understanding of the physiological basis of behavior. Topics of discussion will include the molecular structure of the neuron, neuronal electrochemical communication, divisions of the nervous system, sensory and motor systems, psychopharmacology, learning and memory, emotion, biological rhythm regulation, neurological disorders, and recovery from brain injury. For each topic discussed, students will be provided foundational information as well as a brief survey of relevant empirical research.

**Prerequisite:** PSYC 110 or PSYC 111 • Spring (odd years)

**PSYC 452 Introduction to Behavioral Pharmacology 3 sem. hrs.**
An introduction to the behavioral analysis of drug effects. This course will explore behavior analytic methodology and techniques. Students will learn both how drugs affect behavior and how the study of behavior can help us illuminate the effects of drugs.
**Prerequisite:** PSYC 110 or PSYC 111 • Fall (odd years)

**PSYC 455 Behavior Interventions 3 sem. hrs.**
This course covers fundamental elements of behavior change and specific behavior-change procedures. Students will learn both behavioral acquisition and reduction procedures (e.g., discrimination training, mand training, and differential reinforcement procedures) as they pertain to solving socially significant problems (e.g., severe problem behavior, limited communication skills, and limited social skills).
**Prerequisite:** PSYC 110 or PSYC 111 • Spring (odd years)

**PSYC 460 Special Topics in Behavior Analysis 3 sem. hrs.**
Students will be introduced to a specific area of study within the field of behavior analysis. Students will acquire an advanced understanding of a specific topic, area of study, or phenomenon in behavior analysis. An example course description is below:
**Prerequisites: PSYC 111, PSYC 400 or PSYC 455** • Spring (odd years)

**PSYC 493 Intensive Practicum 3 sem. hrs. each**
This practicum will involve 10-15 hours per week of work in a supervised clinical practice, educational, or applied research setting in which procedures based on behavior-analytic principles are implemented. The characteristics of clients served during the practicum will depend on the practicum site. Clients may be any person for whom behavior analysis services are appropriate (e.g., children with autism, typical children receiving behavioral or education services, young adults with developmental disabilities, typically developing young adults, athletes). However, the applicant may not be related to the client or the client's primary caretaker. The practicum will be arranged such that applicants work with multiple clients and in multiple settings (e.g., residence, school, community) during the overall practicum experience. Students will be supervised by one or more Board Certified Behavior Analyst, and supervision will consist of weekly observations and weekly 1:1 or group meetings consisting of review of clinical cases, discussion of practice-related topics, and performance feedback. The exact schedule of observations and meetings will vary depending on the practicum setting. However, supervision will occur at least twice per week for a minimum of 1-1.5 hours per week and will consist of a minimum of 30-45 min per week of individual supervision.
**Prerequisite:** Permission of Undergraduate Director of Behavior Analysis. • Fall/Spring

**PSYC 05IS Applied Statistics 1 sem. hr.**
Application of statistical tests within SPSS. Students will practice entering data, running analyses within SPSS, and interpreting the results. This course will discuss descriptive statistics, t-tests, analysis of variance, correlation, linear regression, chi-square test of independence, and nonparametric statistics.
**Prerequisite:** PSYC 110 or PSYC 111, PSYC 294, PSYC 295, Majors Only • Spring

**PSYC 11IS Senior Seminar 1 sem. hr.**
A capstone research experience where the student will select a research idea, conduct a literature review on the topic, propose a study, conduct the study, and then present data in both oral and written form.

**Prerequisite:** PSYC 110 or PSYC 111, PYSC 211, PSYC 294, PSYC 295 • Fall

**PSYC 465 Senior Seminar** **2 sem. hrs.**

A capstone research experience where the student will select a research idea, conduct a literature review on the topic, propose a study, conduct the study, and then present data in both oral and written form.

**Prerequisite:** PSYC 110 or PSYC 111, PSYC 211, PSYC 294, PSYC 295, PSYC 11IS • Spring

# Behavior Analysis

*Minor*

Students can choose one of two "routes" per the Behavior Analysis minor. The Basic Behavior Analysis route emphasized the basic theoretical mechanisms and interventions responsible for behavior change. Accordingly, the Basic Behavior Analysis Minor is primarily comprised of in-class learning and evaluation. The Applied Behavior Analysis route emphasized the application of behavioral principles to address clinically significant behavioral problems. Accordingly, the Applied Behavior Analysis Minor is primarily comprised of service-based learning and evaluation in the Behavior Analysis Clinic. Both minors are 21 credits.

**Basic Behavior Analysis Minor: 21 credits**
Complete 5 courses at the 300-level or greater beyond PSYC 111 and including PSYC 311, and PSYC 400 or PSYC 455 totaling 21 credits.

- **PSYC 111: Introduction to Behavioral Sciences ( 3 credits) - Required Course**
- **PSYC 311: Ethics in Behavior Analysis (1 credit) - Required Course**
- **PSYC 400: Principles of Learning (3 credits) - Required Course**
- **PSYC 455: Behavioral Interventions (3 credits) - Required Course**
- PSYC 333: Assessment in Behavior Analysis (3 Credits) - Elective Course
- PSYC 445: Behavioral Neuroscience (3 credits) - Elective Course
- PSCY 452; Introduction to Behavioral Pharmacology (3 credits) - Elective Course
- PSCY 493: Intensive Practicum (up to 3 credits) - Elective Course

*Students may take **either** PSYC 400 **or** PSYC 455 to fulfill the required course component of the minor. If a student takes both courses, one will count towards the required course component and the other will count towards the elective component.

**Applied Behavior Analysis Minor: 21 credits**
Complete PSYC 111, PSYC 311, PSYC 400 **or** PSYC 455 and 12 credits of intensive practicum experience (PYSC 493) totaling 21 credits.

- **PSYC 111: Introduction to Behavioral Sciences (3 credits) - Required Course**
- **PSYC 311: Ethics in Behavior Analysis (1 credit) - Required Course**
- **PSYC 400: Principles of Learning (3 credits) - Required Course***
- **PSYC 455: Behavioral Interventions (3 credits) - Required Course***
- **PSYC 493: Intensive Practicum (12 credits) - Required Course**

*Students may take **either** PSYC 400 **or** PSYC 455 to fulfill the required course component of the minor.

# Biochemistry

*Bachelor of Science*

Biochemists study the composition of living organisms at the molecular level and the chemical reactions that regulate life. Integrating the fields of chemistry, cell biology, genetics, physics and related disciplines in their approach, they use experimentation to probe the workings of nature. The Biochemistry major will prepare students for careers in areas of science that are rapidly expanding, including those related to the health industry sector. A solid preparation is insured by the program's heavy emphasis on laboratory experiences which affords technical expertise while developing critical thinking skills through involvement in independent research. Students in this major will benefit from the hands-on experience using state-of-the art instrumentation such as a "gene analyzer" (Real-Time PCR).

The following list of course requirements assume that for courses having separate lab courses (e.g., CHEM 337 and 337L) this lab course is also required.

**Bachelor of Science Requirements:**
BCMB 10IS, BCMB 401, BCMB 402,
BIOL 151, BIOL 242, BIOL 357, BIOL 420
CHEM 111, CHEM 112, CHEM 337, CHEM 338, CHEM 442, CHEM 443
Biochemistry majors must also choose one of these following courses: CHEM 235, 301 or 445; and one of these following courses: BIOL 339 or BIOL 400.
Also required is one of the two supporting math curriculums:
Option 1: MATH 217, MATH 218, PHYS 231, PHYS 232
Option 2: MATH 200, PHYS 121, PHYS 122

**Faculty**
**Dr. Seongcheol Kim**, Associate Professor of Biochemistry
**Dr. Humanath Poudel,** Assistant Professor of Chemistry
**Dr. Paul Weber**, Professor of Chemistry, *Emeritus*

**Biochemistry Courses (BCMB)**

**BCMB 10IS - Molecular and Genetic Techniques I** **1 sem. hr.**
This laboratory course complements the laboratory course CHEM 442L to provide a more complete exposure to modern experimental biochemical methods.
**Prerequisite**: CHEM 442L • Spring (even years)

**BCMB 401 - Biochemistry (Molecular Biology) Research Project I** **1 sem. hr.**
This course will be comprised of two components. First, the student will be introduced to literature in the field, particularly primary research literature. Secondly, the student will develop a research proposal and determine a feasible research project with the instructor. Initial experimentation will be undertaken.
**Prerequisite**: declared major • Fall (even years)

**BCMB 402 - Biochemistry (Molecular Biology) Research Project II** **1 sem. hr.**
A continuation of BCMB 401, this course focuses on laboratory experimentation in a research project and the challenges it can present.
**Prerequisite**: BCMB 401 • As needed

# Biology

*Bachelor of Science, Minor, Teaching Endorsement*

The mission of the biology program is to prepare students for careers in research, teaching, environmental science, industry or government as well as to enter professional schools or to continue their education at the graduate level.

The biology program will instill in students comprehension of the scientific method and the application of this method to investigations in biology. Upon graduation, students majoring in biology will be able to critique and/or synthesize:

1. The units of structure and function that define all living things, from molecules to ecosystems, as well as how those units of structure and function interact dynamically for information flow, exchange, and storage.
2. Pathways of energy and matter within organisms and/or ecosystems.
3. The diversity of life, including its causes and the resulting biodiversity.
4. The methodologies by which biological data are generated and conclusions made, including communicating results in appropriate contexts.
5. How ethics are appropriately applied within the biological sciences and how scientific findings can be ethically applied in society.

**Bachelor of Science Requirements:** BIOL151, 152, 237, 242, 357, GDES340. Two biodiversity courses are required, including BIOL212 and one from BIOL200, BIOL213, BIOL320, BIOL339. Two biology electives are required, including one at the 400-level. One ethics course from ESCI205, ESCI250, or BIOL219 is required. One internship isrequired. The major will culminate in a research capstone course. Additionally, CHEM111 and lab as well as CHEM112 and lab are required. BIOL102 and BIOL239 do not count towards the major.

No more than 1 D or D+ in BIOL prefixed 3- or 4-credit courses will count toward the major. A minimum of a 2.0 GPA in the major is required for graduation.

**Minor Requirements:** Twenty-three hours with a BIOL prefix including BIOL151 and 152 are required. BIOL102 does not count towards the minor.

**Pre-Health Track**

The pre-health track will allow students to succeed on the entrance examinations for professional schools that lead to health science careers, as well as to succeed within those professional programs. Examples of careers include becoming a medical doctor, dentist, podiatrist, physician's assistant, veterinarian, physical therapist, occupational therapist, and chiropractor, as well as others. In addition to the biology major, the following courses are required for students to complete this track.
**Requirements:** BIOL221, BIOL222, BIOL240, BIOL339 (which cannot count for diversity course in the major)
**Recommended:** BIOL411, CHEM337 and lab, CHEM338 and lab, CHEM442 and lab, PHYS121 and lab, PHYS122 and lab
Additionally, depending upon the student's intended career, PSYC110, PSYC360, and either PSYC280 or PSYC354 may be recommended.

**Biomedical Science Track**

The biomedical science track prepares students for laboratory careers in industry. In addition to the biology major, students complete the following courses.
**Requirements:** BIOL400, BIOL420.

**Teaching Endorsement: Biology**
**Requirements:** The major in biology with a teaching endorsement requires 44 hours of BIOL prefixed courses including BIOL151, 152, 212, 213, 221, 237, 339, 440, 22IS and 58IS. CHEM111 with lab and CHEM112 with lab are also required. BIOL102 does not count towards the major. Courses in the Secondary Education major are also required.
**Teaching Endorsement: Basic Science 5-12**
**Requirements:** The major in Basic Science requires 39 credits. Required courses include BIOL 440 and the following courses with labs: BIOL151 and 152, CHEM 111 and 112, PHYS 121 and 122, EDEL 220, BIOL 110. Also, the major requires 3-4 credits of mathematics: MATH 118, 119, or higher. Courses in the Secondary Education major are also required. In Iowa, this endorsement allows the holder to teach only introductory science courses in grades 5-12.

**Research Project**
For students who intend to go on to graduate or professional schools or have an interest in research, the opportunity to do research projects is available.
*Note: Most biology lab courses include a lab fee for supplies, which is billed at the time of registration.*

**Faculty**
**Dr. Brian T. Hazlett**, Professor of Biology and Environmental Science
**Dr. David Hoferer**, Professor of Biology and Environmental Science, Chairperson
**Dr. Joo-Yong (Daniel) Jung,** Professor of Biology
**Dr. Seongcheol Kim**, Associate Professor of Biochemistry
**Dr. Bodhisattwa Mondal,** Assistant Professor of Biology
**Dr. Candice Coffin**, Professor of Biology *Emerita*
**Dr. J. Stephen Munzinger,** Professor of Biology *Emeritus*
**Dr. Robert Olson,** Professor of Biology *Emeritus*

**<u>Biology Courses (BIOL)</u>**
**BIOL 102 Human Biology** **3 sem. hrs.**
An introduction to human structure and function. Topics include the scientific method, cell structure and function, and human inheritance, as well as other selected systems. Three lectures. • Fall/Spring

**BIOL 102L Human Biology Laboratory** **1 sem. hr.**
An optional laboratory for those students desiring some practical exercises dealing with the topics in lecture. One laboratory per week. • As needed

**BIOL 151 General Biology I** **4 sem. hrs.**
This course is an introduction to cellular biology. Topics covered include the scientific method, structure and function of cell, genetics and molecules of life. Three lectures, one lab per week. • Fall

**BIOL 152 General Biology II** **4 sem. hrs.**
This course in an introduction to organismal biology. Topics covered include the scientific method, ecology, evolution and the diversity of life forms. Three lectures, one lab per week. • Spring

**BIOL 200 Ornithology** **4 sem. hrs.**
An introduction to biology of birds with emphasis on the uniqueness of this vertebrate group. Topics include field identification, behavior, migration, ecology, anatomy and physiology. Three lectures, one lab per week.
**Prerequisite:** BIOL 151, BIOL 152, or permission of the instructor • Spring (even years)

**BIOL 212 General Botany** **4 sem. hrs.**
A survey course of organisms traditionally treated as plants. Topics will also include a review of the structure and function of vascular plants, physiological processes characterized by plants, and the importance of plants in everyday life. Three lectures, one lab per week.
**Prerequisite:** BIOL 151 or 152 or equivalent • Spring

**BIOL 213 Invertebrate Zoology** **4 sem. hrs.**
A survey of representative phyla of the invertebrates, organisms that consist of at least 90 percent of the earth's fauna. Three lectures, one lab per week.
**Prerequisite:** BIOL 152 or equivalent • Fall

**BIOL 221 Anatomy and Physiology I** **4 sem. hrs.**
Anatomy & Physiology I is a 4-credit course that covers the structure and function of cells, tissues, body organization, and the integumentary, skeletal, muscular, and nervous systems. This course combines lectures with hands-on lab-based experiences. In lab, students will observe microscopic specimens and perform animal dissections. Three lectures, one lab per week. • Fall

**BIOL 222 Anatomy and Physiology II** **4 sem. hrs.**
Anatomy & Physiology II is a 4-credit course that covers the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems of the body. This course combines lectures with hands-on lab-based experiences. In lab, students will observe microscopic specimens and perform animal dissections. Three lectures, one lab per week.
**Prerequisite:** BIOL 221 or equivalent. Three lectures, one lab per week. • Spring

**BIOL 237 General Ecology** **4 sem. hrs.**
A study of the interrelationships of organisms to their environment and each other at the population, community and ecosystem levels reinforced with a survey of North American biomes. Field observations and lab exercises in natural habitats. Three lectures, one lab per week.
**Prerequisite:** BIOL 152 • Fall

**BIOL 239 Introduction to Microbiology** **4 sem. hrs.**
An introduction to the world of microorganisms, with special emphasis on their medical importance. Aseptic technique is stressed in the laboratory. Three lectures, two labs per week.
**Prerequisite:** eight hours of biology and/or chemistry or permission of the instructor. Not open to students having credit for BIOL 339. • Fall

**BIOL 240 Nutrition** **3 sem. hrs.**
A survey of the principles of nutrition and their application to normal conditions of growth and development. Includes food groups, nutrient requirements, energy metabolism, composition and safety of foods, nutritional needs for the different life stages, and application of nutrition to health care and sports. Three lectures.
**Recommended:** four hours of biology, four hours of chemistry
**Prerequisite:** Sophomore status • Fall

**BIOL 242 Cell Biology** **3 sem. hrs.**
This branch of Biology will focus on the study of cell structure and function, how cells form and divide

and how they differentiate and specialize. Cell Biology defines both the general properties, common to most types and also dissects the unique features of specialized cells, which allow them to perform different functions. • Fall

**BIOL 280 Extended Field Trip** **3 sem. hrs.**
The Extended Field Trip typically provides an opportunity during a 10-to-14-day trip to study the major terrestrial and aquatic ecosystems of a North American ecoregion. • As needed

**BIOL 310 Climate Change Biology** **3 sem. hrs.**
The impacts of climate change on biological communities will be examined. Concepts covered may include alterations of the major elemental cycles, species redistributions, alterations of species' ranges and migratory patterns, biodiversity loss, and extinctions. Climate change modeling and the past effects of climate changes will provide predictions for the future effects of climate change on biota. Potential solutions for mitigating the negative effects of climate change on biological communities will be examined.
• Fall (even years)

**BIOL 320 Vertebrate Zoology** **4 sem. hrs.**
A comparative study of the anatomy and physiology of the chordate phylum with emphasis on the phylogeny and classification of major vertebrate taxa. Three lectures, one lab per week.
**Prerequisite:** BIOL 151, 152 and 221 or permission of the instructor • Fall (odd years)

**BIOL 339 Principles of Microbiology** **4 sem. hrs.**
An in-depth study of microorganisms, including ultra structure, growth characteristics, metabolism, genetics, and immunology. Three lectures, two labs per week.
**Prerequisite:** eight hours of chemistry or permission of the instructor. • Spring

**BIOL 340 Pathophysiology** **4 sem. hrs.**
An introduction to the biochemical, cellular, physiologic and biologic manifestations of disease. Includes alterations in normal function, disruptions in homeostatic mechanisms and adaptations of body systems to disease processes. Four lectures.
**Recommended:** eight semester hours of chemistry.
**Prerequisite:** BIOL 221, 222 • Spring

**BIOL 357 Genetics** **4 sem. hrs.**
The scientific study of heredity including transmission genetics, cytogenetics and molecular genetics. Four lectures.
**Prerequisite:** 12 hours of biological science or permission of the instructor • Spring

**BIOL 400 Immunology** **4 sem. hrs.**
A comprehensive study of immunology designed especially for students in the medical laboratory science program and other health-related areas. Topics discussed: chemical properties of antibodies, antigen recognition, immune response, techniques of immunoassay and diseases with immunological bases. Three lectures, one lab per week.
**Recommended:** BIOL 339 and 357
**Prerequisite:** BIOL 151, 221 and eight hours of chemistry • Fall (even years)

**BIOL 411 Advanced Human Anatomy** **4 sem. hrs.**
This course builds on previous anatomical knowledge and prepares students for future anatomical studies. Students will learn to describe important human anatomical relationships through the study and dissection of human body donors. This course is conducted in a laboratory setting that offers a hands-on approach in learning and discovering human anatomy. Two labs/week. 4 credit hours. • Spring

**BIOL 412 Field Botany** **4 sem. hrs.**
An introduction to the classification, nomenclature and identification of vascular plants. Taxonomic and biogeographical relationships of families, genera and species will be discussed. The laboratory is devoted to an examination of the spring flora by emphasizing the identification and recognition of ferns, trees, shrubs and herbs. Proper collection and herbarium techniques will be practiced as students prepare specimens for a required plant collection. Three lectures, one lab per week.
**Prerequisite:** BIOL 212 or permission of instructor • Spring (odd years)

**BIOL 420 Molecular Biology** **4 sem. hrs.**
This course is designed to understand the complexities of eukaryotic cells and techniques used in the field of molecular biology. Cells are composed of and evolved from many molecules and macromolecules. Thus, it is essential to understand molecules to understand cellular function. Topics covered include DNA replication, transcription, transposition, translation and RNA processing.
**Prerequisite:** BIOL 151 and 8 hours of chemistry • Fall (odd years)

**BIOL 440 Special Methods of Teaching Secondary School Biology** **3 sem. hrs.**
A survey of biological science curricula, presentation of lecture content and structuring of laboratories. With departmental approval • As needed

**BIOL 175, 275, 375, 475 Independent Study** **3 sem. hrs.**
Open to juniors and seniors who wish to engage in directed research in a selected area. Permission of the advisor is required. With departmental approval • As needed

**BIOL 495 Conservation Biology** **4 sem. hrs.**
This course considers the patterns and processes of species and ecosystem decline and potential solutions to stop or reverse the declines. The effects of human actions on the fabric of life, including how those actions affect other people, will be analyzed. Alterations to ecological processes will be set within the context of human domination of the biosphere to understand the interconnections between human and natural processes and to propose solutions that foster the flourishing of both human and natural communities. Three lectures, one lab per week. • Spring (odd years)

**BIOL IS** **1 sem. hr. each**
Investigations and intensive study directed in specific areas of biology such as cell biology, behavioral biology, evolution or history of biology. For junior and senior students in the department. • As needed

**BIOL 22IS Scientific Writing and Research** **1 sem. hr. (WI)**
This course examines the various components of scientific primary sources as well as how each section is written. Students will demonstrate the use of basic computer skills: database search strategies, spreadsheets, presentation software, word processing and use of e-mail. Students will demonstrate scientific analytical and communication skills through writing assignments and an oral presentation.
**Prerequisite:** Sophomore status • Fall/Spring

**BIOL 58IS Senior Seminar** **1 sem. hr. (RI)**

Contemporary biological issues will be the focus of this capstone course required of all senior biology majors. The discussion format will require students to integrate prior knowledge and experiences. All students will take a standardized exam at the end of the course. Open only to seniors.

- Fall/Spring

# Business Administration

*Bachelor of Arts, Minor*

The mission of the Briar Cliff University Business Department is to deliver a quality education and develop individuals who can provide leadership in a changing global environment, within an ethical and socially responsible framework. This is accomplished through a broad education using business theory and practice and based upon a liberal arts foundation.

The department's goals are based on a concept that emphasizes not only technical competence but also the ethics of professional service, thus seeking to foster sensitivity and responsiveness to social responsibilities as well as the ability to identify and pursue personal opportunities. The faculty endeavor to achieve these goals through a variety of teaching techniques including lectures, cases, role-playing, seminars, directed study, internships and computer team simulations. The department arranges and supervises internships (i.e. actual job situations) for qualified juniors and seniors.

The major in business administration will provide necessary instruction in functional areas including management, marketing, and finance and accounting, as well as economics. This provides a generalist background needed for a variety of careers in business and a solid foundation for the MBA degree. Students wishing to specialize have the opportunity to do so by taking their elective courses in management, marketing or finance.

Upon graduation, students majoring in business administration will be able to demonstrate competencies in the core areas of research, problem solving, statistical analysis, computer skills, mathematics, oral communication and writing, apply ethical reasoning to decision making and demonstrate personal and team leadership skills, exhibit knowledge of the legal, regulatory, ethical and technological issues inherent in the global environment of business today, demonstrate skills necessary to progress in a career and/or pursue advanced studies, apply fundamental knowledge of economics, finance, information systems, business research, accounting, law, management, marketing and international business to decision making.

**Bachelor of Arts Requirements:** 45 hours from the business administration offerings (BUAD) including BUAD 210, 220, 223, 225, 226, 301, 325, 330, 350, 352, 365, 385, 429 and 476. Majors are also required to take ACCT 203, 204, ECON 210, 211, and one of the following: MATH 200, 217, or 324. Contact the department for further information regarding this option. The business faculty will certify the general education service component and competencies in computer usage, moral/ethical reasoning, oral communication research and writing in this major. For graduation, a student must have a C- or better in all major core and supporting courses.

**Minor Requirements:** Required BUAD 225, 301, ACCT 203 and 204, ECON 210 and 211 and two additional 300 or 400 level BUAD courses.

**Teaching Endorsement: 5-12 Business Education Requirements:** The Business Education teaching endorsement requires 42 hours of courses that include: ACCT 203, 204, BUAD 100, 101, 150 (or 331) 210, 220, 223, 225, 226, 301, 305, ECON 210 and 211. Courses in the Secondary Education major is also required, including BUAD 440 and EDUC 415.

**Faculty**
**Mr. Paul Santos,** Associate Professor of Accounting and Chairperson
**Mr. Joseph Ciquera**, Assistant Professor of Business Administration
**Mr. Scott Griffith,** Assistant Professor of Business Administration
**Dr. Jeffrey White,** Assistant Professor of Sport Management

**Mr. Mark Rossi, JD,** Professor of Business Administration
**Mr. William Eberle,** Professor of Business Administration and Accounting *Emeritus* *
**Mr. George Frangedakis,** Professor of Business Administration and Accounting *Emeritus* *
**Ms. Barbara Redmond,** Professor of Business Administration *Emerita*
**Mr. Vali Sorathia,** Professor of Business Administration and Accounting *Emeritus* *
**Dr. Judy Thompson,** Professor of Business Administration *Emerita*

**Business Administration Courses (BUAD)**

**BUAD 08IS Economics for the 21st Century** **1 sem. hr.**
This course covers economic topics including supply and demand, elasticity, and production costs. This is an introductory course for non-business majors and meets the economics prerequisite requirements for a social media minor. • As needed

**BUAD 100 Introduction to Business** **3 sem. hrs.**
This course covers the objectives, organization and role of business in the free enterprise system. The course is designed to provide an overview of the field of business and to provide a framework into which specialized fields may be studied. This course does not provide credit toward the business major requirements. • Fall

**BUAD 101 Personal Finance** **3 sem. hrs.**
This course covers personal finance topics including budgeting, insurance, investing, debt, and home ownership. This is an introductory course. • Fall

**BUAD 150 Entrepreneurship** **3 sem. hrs.**
An overview of issues surrounding the start-up of a business. Topics included are the characteristics of an entrepreneur, entrepreneurial opportunities, resources available for small businesses and business plans. Traditional business opportunities such as franchising will be examined as well as new ventures on the Internet. • Fall

**BUAD 205 Advanced Personal Finance** **3 sem. hrs.**
This course provides an advanced examination of personal finance management with the intent to provide students with the knowledge and skills to manage their personal finances effectively, in order to ultimately attain financial security. Areas of study will include financial planning, budgets, basic finance and financial statements, credit management, savings risk management methods, and develop a risk management plan, including health care, motor vehicle, disability and life insurance, identify a variety of investment opportunities, assess benefits of long-term over short-term investments, and evaluate different types of investments such as stocks and bonds. • Spring

**BUAD 210 Business Communications** **3 sem. hrs.**
Students learn about the writing process for business (planning, writing and revising). The course covers how to apply the process to business letters, memos and email communications with discussion on cross-cultural differences. The course also includes coverage of verbal communications with students making individual presentations during the course. Teamwork is emphasized through a team-based research project that culminates with a team presentation. • Fall/Spring

**BUAD 220 Microcomputer Applications for Business** **3 sem. hrs.**
A course designed to familiarize the student with the fundamentals of computers, computer nomenclature, applications, mobile devices, productivity tools and the Internet. The student will develop the skills necessary to use microcomputers for solving problems by using various software packages (word processing,

spreadsheet, database, presentation). Other topics include computer hardware, security and safety precautions, communications and networking, operating system, and applications software.
• Fall/Spring

**BUAD 223 Business Law I** **3 sem. hrs.**
Major areas to be covered include the nature of and origins of law; ethics and social responsibility of business entities; our judicial system; the development of our common law system; the differences between the various areas of the law; elements necessary to establish and give rise to an intentional tort and negligence; the elements necessary to establish a contract; and the differences between business entities such as a sole proprietorship, partnership and corporation.
Prerequisite: Sophomore status is required or the permission of the instructor to enroll. • Fall/Spring

**BUAD 224 Business Law II** **3 sem. hrs.**
Principles of law that determine the rights and obligations of persons participating in business transactions. Major topics include sales, commercial paper, secured transactions, partnerships, corporations, real property and estates.
**Prerequisite:** BUAD 210**,** BUAD 223 • Spring

**BUAD 225 Principles of Management** **3 sem. hrs.**
This course introduces the student to the concepts, principles, and methods of management in the 21st Century. The four functions of management - planning, organizing, leading and controlling—are examined with respect to various management styles and organizational structures. Additionally, a number of personal assessment evaluations are accomplished so a personal improvement plan can be developed.
**Prerequisite:** Sophomore status is required or the permission of the instructor to enroll. • Fall/Spring

**BUAD 226 Business Ethics and Corporate Social Responsibility** **3 sem. hrs.**
This course applies ethical theory and practice to business management. We review different ethical systems, cultural variations, and ways organizations develop and implement ethics programs. A variety of cases and projects are included from many different sources.
**Prerequisite:** BUAD 210, BUAD 225. • Fall

**BUAD 230 Leadership** **3 sem. hrs.**
This course introduces the student to traditional and emerging leadership theories and methods needed to lead in the 21st Century. It also explores the traditional view, behavioral, and decision-making aspects of leadership. Additionally, the student will use a number of leadership tools and assessments to discover their individual style, skills and areas needing improvement.
**Prerequisite:** Sophomore status is required or the permission of the instructor to enroll • Fall

**BUAD 250 Community Engagement and Social Entrepreneurship** **3 sem. hrs.**
The purpose of this course is to introduce students to the theory and practice of community engagement and social entrepreneurship. In doing so we will examine the strategies and techniques social entrepreneurs use to scale their impact and make their ventures sustainable.
Several general questions will be explored:
a. What makes social ventures different from conventional ventures and from traditional non-profit and social service organizations?
b. What are the particular challenges that social entrepreneurs face as they start, strengthen, and grow their organizations?
c. How do successful social entrepreneurs scale their ventures to achieve long-term change and impact?

d. What are the methods for measuring non-financial goals? How can one measure social impact? Specifically, this course is meant to introduce students to the concepts and steps behind creating a social enterprise, whether it be a non-profit, a for-profit, or a hybrid organization, as well as educating students in what it means, in general, to be an entrepreneur. • Fall/Spring

**BUAD 276 E-Business** **3 sem. hrs.**
This course examines the influence of the Internet on business. E-commerce (buying and selling electronically), providing services to customers, internal collaboration and cooperation with business partners are researched and discussed. This class will take a managerial approach rather than a technical one. • Spring

**BUAD 301 Principles of Marketing** **3 sem. hrs.**
See MRKT 301
**Prerequisite:** BUAD 225, ECON 210 or permission of instructor. • Fall/Spring

**BUAD 305 Consumer Behavior** **3 sem. hrs.**
See MRKT 305
**Prerequisite:** BUAD 301, PSYC 110 is recommended • Fall

**BUAD 315 Digital Marketing** **3 sem. hrs.**
The course examines digital marketing strategy, implementation and executional considerations for BtoB and BtoC brands and provides a detailed understanding of all digital channels and platforms. Participants will complete the course with a comprehensive knowledge of and experience with how to develop an integrated digital marketing strategy, from formulation to implementation. • Spring

**BUAD 316 Federal Taxation I** **3 sem. hrs.**
See ACCT 316 • Fall

**BUAD 317 Federal Taxation II** **3 sem. hrs.**
See ACCT 317 • Spring

**BUAD 324 International Law** **3 sem. hrs.**
This course is designed to enable international business management students to expand their knowledge of some of the laws, rules and regulations that apply to international business and that impact the work setting of international business organizations. Students will learn about and analyze substantive legal concepts in the following core areas of law: constitutional, employment, antitrust, labor, intellectual property, agency, contract, and business. The purpose of the course is to provide students with an understanding of the legal issues involved in the operation and management of organizations involved in international business, and to equip students with the skills and strategies needed to effectively work with business executives and lawyers to resolve these issues. The course will focus on the practical application of laws, rules and regulations to situations current students will likely face (and decisions current students will likely need to make) when they become international business managers.
**Prerequisite:** BUAD 223 or the permission of the instructor to enroll • Fall

**BUAD 325 Human Resource Management** **3 sem. hrs.**
This course focuses on human resource policies, issues, principles and methodologies. Through activities and case studies, the student is able to apply the theory from the text to realistic problems from the work world.
**Prerequisite:** BUAD 210, BUAD 225 • Fall/Spring

**BUAD 329 International Management** **3 sem. hrs.**
This course studies how businesses plan, develop, market and distribute products/services on a global scale. Special emphasis is placed on how businesses adapt to different cultural, political and economic environments.
**Prerequisite:** BUAD 210, BUAD 225 • Fall

**BUAD 330 Principles of Corporate Finance** **3 sem. hrs.**
Enables the student to gain a basic understanding of the financial management function of a business enterprise. Considers the relationship among business disciplines: tax accounting, finance and economics. Topics covered: math of finance, technique of financial analysis, impact of tax on financial decision, working capital management, sources and forms of intermediate and long-term financing, cost of capital structure, and the integrated financial policy.
**Prerequisite:** ACCT 204, ECON 210, ECON 211, and MATH 200 • Fall

**BUAD 331 Entrepreneurial Finance** **3 sem. hrs.**
The course covers the financial aspects of small business entrepreneurship for owners of sole proprietorships, partnerships, and small nonpublic corporations. We focus on: (1) updated financial statement coverage; (2) forecasting definitions and formulas; (3) equipment replacement by using the low-cost model; (4) application of operation techniques to examples of small businesses including capital budgeting and working capital management; (5) use of financial statements for horizontal, vertical and ratio analysis; and (6) basic math formulas for readers with limited mathematical backgrounds. Practical applications will include the time value of money and a computerized spreadsheet primer using Microsoft Excel. We cover (in varying degree) the following topics: economic concepts of finance, management functions, business organizations and ownership, elements of a business plan, problems with financial statements, vertical analysis, horizontal analysis, ratio analysis, profitability, bankruptcy, break-even analysis, This course uses a theory and experience-based forecasting, pro forma financial statements, current working capital management, effective rate of return, time value of money, techniques of capital budgeting, risk management, investment strategies, pension planning, and estate planning.
**Prerequisite:** BUAD 330 • Spring

**BUAD 335 Organizational Behavior** **3 sem. hrs.**
This course uses a theory and experience-based approach to study influences and outcomes of individual, group and virtual behavior within organizations. Sample topics include individual differences, motivation, culture, power/politics, stress, groups and communication.
**Prerequisite:** BUAD 210, BUAD 225 • Fall/Spring

**BUAD 345 Advertising** **3 sem. hrs.**
See MRKT 345
**Prerequisite:** BUAD 301 • Spring

**BUAD 350 Production and Operations Management** **3 sem. hrs.**
This course deals with the design, operation and improvement of the production systems that create the firm's primary products or services. Production is the creation of goods and services. Operations management is the set of activities that create goods and services through the transformation of inputs and outputs.
**Prerequisite: BUAD 220** BUAD 225, MATH 200 • Spring

**BUAD 352 Risk Management and Insurance** **3 sem. hrs.**
This course is designed to provide students with a solid background in risk management and insurance. It discusses all the different types of risks including property risk, liability risk, personal risks, and speculative

risks such as financial risks, covers risk management techniques including risk control and risk financing with a focus on insurance policies, and also presents other major topics in personal financial planning, social insurance and social security, insurance operations and regulations, reinsurance, and innovative capital market financing plans. Consideration is given mostly to the personal line risk management and insurance, including personal property and liability insurance such as auto insurance and home insurance, life insurance, and health insurance. This course also presents an overview of the commercial line property and liability insurance.
**Prerequisite: BUAD 223** • Spring

**BUAD 355 Employment Law** **3 sem. hrs.**
Issues dealt with in this course include Supreme Court interpretation of Title VII of the Civil Rights Act including Affirmative Action, Discrimination, Sexual Harassment, and Age Discrimination. Also included are the Americans with Disabilities Act, Rehabilitation Act, Immigration Reform and Control Act, Family Medical Leave Act and other pertinent workplace laws. Case studies and other problem-solving approaches will be used.
**Prerequisite:** Sophomore status is required • Spring

**BUAD 360 Marketing Research** **3 sem. hrs.**
This course examines the marketing research process from problem identification to presentation of research results. It gives the student a hands-on approach for solving marketing problems and taking advantage of marketing opportunities.
**Prerequisite:** BUAD 301, MATH 200 • Fall

**BUAD 362 Cross-Cultural Management** **3 sem. hrs.**
This course explores the environmental foundations that set the stage for working and managing across borders. In turn, it explores the role of culture, which dynamically interacts with the environment, in shaping the behaviors of organizations and individuals of the global workforce. Having 'set the stage' regarding what influences both organizations and people in the realm of global business in this first part of the course. The second part of the course will investigate the strategic management issues facing businesses and the behavioral issues facing the workforces in the global business area. • Spring

**BUAD 365 Supply Chain Management** **3 sem. hrs.**
Supply Chain Management provides an overview of supply chain management as a key business function that holistically integrates functions such as planning, purchasing, inventory control, transportation and warehousing. Students will learn about topics such as designing supply and distribution networks aligned with the firm's business and supply chain strategy as well as improving supply chain performance via SCOR, Lean, and Six Sigma techniques. Students explore how various aspects of supply chain management are integrated within the firm as well as coordinated with suppliers, trading partners, and logistics. Transportation providers to deliver superior customer satisfaction. Making sound strategic and tactical decisions learned by managing a global consumer electronics supply chain via an on-line simulation. Lessons will be learned by studying some of the world's top supply chains.
**Prerequisite:** BUAD 210, BUAD 225, BUAD 350 • Spring

**BUAD 383 Money and Banking** **3 sem. hrs.**
A study of operations, mechanics and structure of the financial system in the United States, emphasizing its institutions, markets and instruments. Special attention is given to the Federal Reserve System, monetary policy's effect on the economy and on financial institutions.
**Prerequisite:** ACCT 203, 204, ECON 210, 211 and a statistics course. • Fall

**BUAD 385 International Business** **3 sem. hrs.**
This course studies how businesses plan, develop, market and distribute products/services on a global scale. Special emphasis is placed on how businesses adapt to different cultural, political and economic environments.
**Prerequisite:** BUAD 210**,** BUAD 225, ECON 210, ECON 211, MRKT 301 • Fall

**BUAD 395 Marketing 360**
This course shall discuss the process for marketing small business products and services. The impact of digital marketing techniques on the small business' effectiveness in marketing will be examined. Students shall analyze the different methods involved in building market share from the inception of the business entity and throughout it's lifecycle.
Prerequisite: Senior status or permission of instructor. • Spring

**BUAD 410 Marketing Management** **3 sem. hrs.**
See MRKT 410
**Prerequisite:** Three marketing courses. • Spring

**BUAD 412 International Financial Management** **3 sem. hrs.**
This course is an overview of the global financial environment in which the multinational enterprise (MNE) operates. Foreign exchange theory and markets, foreign exchange exposure, financing of the MNE, foreign investment decision, trade finance, and international capital budgeting are addressed.
**Prerequisite:** BUAD 330, BUAD 385 • Spring

**BUAD 415 Investment Analysis and Portfolio Management** **3 sem. hrs.**
This course provides a logical development of practical investment principles and security analysis. The areas covered will include operations of security markets, sources of investment information, security evaluation and portfolio management.
**Prerequisites:** ACCT 203, 204, ECON 210, ECON 211, and a statistics course. • Fall

**BUAD 429 Strategic Management (Capstone)** **3 sem. hrs.**
This course is designed for the student to incorporate the business-related knowledge of previous study into decision-making analysis. Through case studies and simulation games the methodology of problem evaluation and the decision-making process is examined.
**Prerequisite:** BUAD 225, BUAD 301, BUAD 330 and BUAD 350, Senior status • Spring

**BUAD 439 MNC Strategy Simulation** **3 sem. hrs.**
Global Challenge is an educational business game simulation that improves learners' understanding of the global business operations of a firm in a dynamic, competitive environment. Technology-based product road maps and global market and production strategies. A range of concepts from various management-related disciplines: economic, political, financial, human resources, accounting, procurement, production, logistics, research and innovation, and marketing. Success is measured and compared by both operational and financial key indicators. The ultimate indicator in the simulation is the return to the shareholders, which consolidates all the key success factors into one measurable criterion that can be used to compare the performance of each team.
**Prerequisite:** BUAD 225, BUAD 301, BUAD 330 and BUAD 350, Senior status • As needed

**BUAD 440 Methods in Teaching Secondary Business Education** **3 sem. hrs.**
This course provides teacher candidates in Secondary Education with instruction in planning and carrying out lessons in the 30-hour field experience. Teacher candidates will develop their instructional strategies and

classroom management strategies for teaching in the discipline of business. Emphasis is given to teaching methodologies that encourage learner engagement and effective assessment practices.
**Prerequisite:** EDUC 250, EDUC 01IS, approval from Education and Business Departments • As needed

**BUAD 476 Business Analytics** **3 sem. hrs.**
Studies core statistical techniques; data retrieval, analysis and mining; and decision modeling to effectively persuade in the project-oriented world of data-driven decisions. The course is an introduction to Business Analytics. It covers managerial statistical tools in descriptive analytics and predictive analytics, including regression. Other topics covered include forecasting, risk analysis, simulation, data mining, and decision analysis. This course provides students with the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations and shows students how to apply basic business analytics tools in a spreadsheet environment, and how to communicate with analytics professionals to effectively use and interpret analytic models and results for making better business decision. Emphasis is placed on applications, concepts and interpretation of results, rather than theory and calculations. Students use a computer software package for data analysis.
**Prerequisite:** BUAD 220, BUAD 330, BUAD 350, MATH 200 • Fall

**BUAD 175, 275, 375, 475 Independent Study** **3 sem. hrs.**
Readings, research or creative work on a problem related to major field.
With departmental approval • Fall/Spring

**BUAD 390, 490 Business Internship** **3-6 sem. hrs.**
To be arranged.
With departmental approval • Fall/Spring

# Chemistry

*Bachelor of Science, Bachelor of Arts, Minor, Teaching Endorsement*

The Chemistry Department offers two programs to accommodate the variety of backgrounds and interests of students with a desire to major in chemistry. The Bachelor of Science (B.S.) degree is designed for students who plan to enter industry or to pursue graduate study in chemistry while the Bachelor of Arts (B.A.) degree is often selected by those preparing for the medical or paramedical professions. The B.S. option places a greater emphasis on mathematics and its scientific applications while the B.A. stresses the biological aspects of chemistry. Either degree is quite appropriate for students intending to teach in secondary schools.

The following list of course requirements assumes that for courses having separate lab courses (e.g., CHEM 337 and 337L) this lab course is also required for a major or minor. All chemistry lab courses include a fee for supplies which is billed at the time of registration.

Upon graduating, students majoring in Chemistry will have developed a high level of problem solving ability, particularly with respect to laboratory problems, be able to prepare chemical solutions independently, be able to work independently in lab, be skilled at observing and collecting data, possess an extensive knowledge base in the areas of inorganic, organic, physical, analytical and biochemistry, demonstrate an ability to communicate scientific information in a written format in a coherent fashion, demonstrate an ability to present scientific information to a public, demonstrate knowledge of the organization of scientific literature and ability to collect and organize such information, possess a historical appreciation for some of the major developments in the field, and have conducted independent research under the mentorship of a faculty member and/or worked as an assistant in the preparation and delivery of courses in the chemistry laboratory.

**Bachelor of Science Requirements:** CHEM 111, 112, 235, 301, 337, 338, 339, 442, 445 and 446; PHYS 231, 232; MATH 217, 218. Also required are three one-hour courses as described below. MATH 219 is recommended. The chemistry faculty will certify the general education service component and competencies in computer usage, moral/ethical reasoning, oral communication, research and writing in this major. All other degree requirements are outlined on page 60.

**Bachelor of Arts Requirements:** CHEM 111, 112, 235, 301, 337, 338, 339, 442, 443 and 445; PHYS 121, 122; MATH 200. Also required are three one-hour courses as described below. The chemistry faculty will certify the general education service component and competencies in computer usage, moral/ ethical reasoning, oral communication, research and writing in this major. All other degree requirements are outlined on page 60.

Students with a major in the Bachelor of Science or the Bachelor of Arts must take a total of three one-hour courses as follows:

**Option 1 - Research Track:**
CHEM 05 IS (Research 1),
CHEM 13 IS (Research 2) and
CHEM 35 IS (Dissemination of Results)
**Option 2 - Academic Track:**
CHEM 04 IS (Lab Instructor I) or CHEM 29 IS (Chemical Materials Preparation),
CHEM 35 IS (Dissemination of Results) and
CHEM 36 IS (Academic Project)

**Minor Requirements:** Six courses are required: CHEM 111, 112, 337, 338 and two more term courses, not to include 108 or 109.

**Teaching Endorsement: Chemistry Requirements:** All students seeking a teaching endorsement must complete the secondary education requirements. (See page 173) Chemistry major with 7-12 endorsement: the courses required are CHEM 111 and 111L, CHEM 112 and 112L, CHEM 235, CHEM 301, CHEM 337 and 337L, CHEM 338 and 338L, CHEM 442 and 442L, and CHEM 445 and 445L plus Special Methods of Teaching Chemistry, CHEM 440.

**Teaching Endorsement: Basic Science 5-12 Requirements:** The major in Basic Science requires 39 credits. Required courses include BIOL 440 and the following courses with labs: BIOL151 and 152, CHEM 111 and 112, PHYS 121 and 122, ESCI 211, 212, and 213. Also, the major requires 3-4 credits of mathematics: MATH 118, 119, or higher. Courses in the Secondary Education major are also required. In Iowa, this endorsement allows the holder to teach only introductory science courses in grades 5-12.

**Interdisciplinary Major**
Chemistry can be the primary (seven courses) or secondary (five courses) emphasis in this major. If chemistry is the primary emphasis, CHEM 111, 112, 235, 337, 338, plus two more term courses in chemistry, and PHYS 121 and 122 are required. With biology as the secondary emphasis, five courses are required including BIOL 339, and one term course selected from BIOL 221, 222, 237, 320, 357, 400 and 420. Fulfillment of the competency requirements as outlined by the chemistry department is also required.

**Faculty**
**Dr. Seongcheol Kim**, Associate Professor of Biochemistry
**Dr. Humanath Poudel,** Assistant Professor of Chemistry
**Dr. Mathbar Raut**, Assistant Professor of Physics and Mathematics
**Dr. Paul Weber**, Professor of Chemistry, *Emeritus*

**Chemistry Courses (CHEM)**

**CHEM 105 Story of Western Science** **3 sem. hrs.**
This course looks at the development of science in the western world. The course will follow mathematics, physics, chemistry, biology, and other intellectual pursuits from their earliest beginnings to our modern understanding. In the process of exploring the development of these disciplines, students will become familiar with the basic and important theories and ideas in these disciplines. The course will consist of readings, discussions, student essays, and a final exam. • As needed

**CHEM 108 Chemistry and Society** **3 sem. hrs. (SL)**
A study of the fundamental principles and applications of chemistry for the non-science major.
• Spring

**CHEM 109 Chemistry for the Health Sciences** **4 sem. hrs.**
A study of the principles of general chemistry with emphasis on those topics of interest to students of the health sciences. The course includes a lab component with experiments that complement topics covered in lecture. This course is not a preparation for higher level courses in chemistry.
**Prerequisite:** Math ACT score of 21 or higher OR Math 10 or higher (may be taken concurrently)
• Fall

**CHEM 111 Principles of Chemistry I** **3 sem. hrs.**
A presentation of the basic principles of chemistry including stoichiometry, thermochemistry, atomic and molecular properties, and properties of gases, liquids and solids.
**Prerequisite:** Math ACT score of 21 or higher OR Math 10 or higher (may be taken concurrently)
• Fall

**CHEM 111L Principles of Chemistry Laboratory I** **1 sem. hr.**
An introduction to experimental chemical methods of synthesis and characterization by quantitative and qualitative procedures. Experiments will include investigations of stoichiometry, gas properties and calorimetry.
**Co-requisite:** CHEM 111 or consent of instructor • Fall

**CHEM 112 Principles of Chemistry II** **3 sem. hrs.**
A utilization of the basic principles of chemistry learned in CHEM 111 in complex chemical systems. Included are solution properties, thermodynamics, kinetics, equilibrium and descriptive inorganic chemistry.
**Prerequisite:** CHEM 111 or equivalent; Math 111 or higher (may be taken concurrently)
• Spring

**CHEM 112L Principles of Chemistry Laboratory II** **1 sem. hr.**
An introduction of experimental chemical methods of synthesis and characterization by quantitative and qualitative procedures. Experiments will include investigations of acids and bases, redox reactions, equilibrium and kinetics.
**Co-requisite:** CHEM 112 or consent of instructor.
**Prerequisite:** CHEM 111L • Spring

**CHEM 235 Quantitative Analysis** **4 sem. hrs.**
This integrated lecture and laboratory course in analytical chemistry develops the theory and experimental procedures necessary to determine exact amounts of analytes present in commonly occurring situations.
**Prerequisite:** CHEM 112 and CHEM 112L • Spring (even years)

**CHEM 301 Instrumental Analysis** **4 sem. hrs.**
An integrated lecture and laboratory experience, this course will focus on the use of modern instrumentation for chemical analysis. The theory and practice of common modes of chemical separations are examined along with various forms of spectroscopy culminating in an integrated hands-on study using gas chromatography-mass spectrometry.
**Prerequisite:** CHEM 112 and CHEM 112L • Fall (odd years)

**CHEM 337 Organic Chemistry I** **3 sem. hrs.**
An examination of the structures, properties and reactions of aliphatic hydrocarbons, alcohols and ethers. General reaction mechanisms and stereochemistry are also discussed.
**Prerequisite:** CHEM 112 • Fall

**CHEM 337L Organic Chemistry Laboratory I** **1 sem. hr.**
Experimental work involving the synthesis, separation and identification of organic compounds, including the use of gas-liquid chromatography.
**Co-requisite:** CHEM 337 or consent of instructor • Fall

**CHEM 338 Organic Chemistry II** **3 sem. hrs.**
An examination of the structures, properties and reactions of aromatic compounds and organic compounds containing oxygen, nitrogen and sulfur. Biological applications and multistep synthesis are also studied.
**Prerequisite:** CHEM 337 • Spring

**CHEM 338L Organic Chemistry Laboratory II** **1 sem. hr.**
A continuation of CHEM 337L, spectrophotometric methods are included as well as a group research project.
**Co-requisite:** CHEM 338 or consent of the instructor
**Prerequisite:** CHEM 337L • Spring

**CHEM 339 Inorganic Chemistry** **3 sem. hrs.**
A study of inorganic systems including atomic structure, bonding theories, acid-base phenomena, transition-metal chemistry, periodicity and solvent systems.
**Prerequisite:** CHEM 112 • Spring (even years)

**CHEM 440 Special Methods of Teaching Chemistry** **1 sem. hr.**
A study of the methods, tools, and techniques used in teaching high school chemistry.
With departmental approval

**CHEM 442 Biochemistry I** **3 sem. hrs.**
A study of the molecules found in living organisms, emphasizing the relationship of their structure to their function. Also examined are the methods used to separate and characterize these molecules.
**Prerequisite:** CHEM 338 • Fall

**CHEM 442L Biochemistry I Lab** **1 sem. hr.**
Experimental treatment of topics covered in CHEM 442.
**Co-requisite:** CHEM 442 or consent of instructor • Fall

**CHEM 443 Biochemistry II** **3 sem. hrs.**
A study of the major metabolic pathways in the body with emphasis on the regulation of such pathways and the relationship among various pathways. Also explored are some of the practical applications of biochemical studies in the treatment and diagnosis of bodily dysfunction.
**Prerequisite:** CHEM 338 and biological background or permission of instructor. • Spring (even years)

**CHEM 445 Physical Chemistry I** **3 sem. hrs.**
A study of the theoretical treatment of the physical processes which govern chemical behavior. Topics include thermodynamics and equilibrium.
**Prerequisite:** CHEM 112 • Fall (even years)

**CHEM 445L Physical Chemistry Laboratory I** **1 sem. hr.**
Experimental treatment of those topics which are covered in CHEM 445.
**Co-requisite:** CHEM 445 or consent of instructor • Fall (even years)

**CHEM 446 Physical Chemistry II** **3 sem. hrs.**
A continuation of CHEM 445 with expansion of topics to include kinetics, quantum mechanics and spectroscopy.
**Prerequisite:** CHEM 445 and MATH 218 • Spring (odd years)

**CHEM 446L Physical Chemistry Laboratory II** **1 sem. hr.**
Experimental treatment of those topics covered in CHEM 446.
**Co-requisite:** CHEM 446 or consent of instructor • Spring (odd years)

**CHEM 04 IS Lab Instructor I** **1 sem. hr.**
The experience includes training of the student in the role as a laboratory instructor in basic chemistry as well as performance by the student in the laboratory. • As needed

**CHEM 05 IS Research 1** **1 sem. hr.**
Original scientific research performed by the undergraduate under the mentorship of a faculty member.
• As needed

**CHEM 13 IS Research 2** **1 sem. hr.**
A continuation of CHEM 05 IR, this experience will include an organization of the results into a coherent unit, suitable for use in the publication of a paper on the subject. • As needed

**CHEM 29 IS Chemical Materials Preparation** **1 sem. hr.**
This course covers training in the aspects, including safety, of preparing chemicals for use in a lab. Students will then prepare actual labs. • As needed

**CHEM 35 IS Dissemination of Results** **1 sem. hr.**
Students present the results of research, either their original work or a review paper, in a public forum.
• As needed

**CHEM 36 IS Academic Project** **1 sem. hr.**
Students will gather information from a variety of resources on a current topic in chemistry and write a paper using this information. • As needed

# Computer Science

*Bachelor of Science, Teaching Endorsement, Minor*

The computer science curriculum promotes the development of skills in problem solving using a computer. The major is designed to prepare students for either careers in the information technology field or for graduate study.

Upon graduation, students majoring in computer science will be able to use common algorithms and data structures and apply them to new problems, demonstrate fluency in object-oriented programming in both desktop and Internet applications, use relational database technology, understand basic computer architecture, and understand the basic concepts of operating systems and data communications.

First-year students who intend to major in computer science should take the CSCI 201-202 Computer Programming sequence in the fall and spring terms of their first year.

First-year students who intend to major in a field other than computer science are encouraged to take CSCI 100 Introduction to Computers. CSCI 100 is an introductory course recommended for students in all disciplines and is not part of the major or minor sequence. This class meets all of the requirements of the Information Technology competency for general education.

**Bachelor of Science Requirements:** Ten to 13 courses numbered above 200 including CSCI 201, 202, 280, 321, 322, 325, 345, 360, 380, 425, 450 and four credit hours of Intensive Study. Required supporting courses: MATH 200 or 324, MATH 225, GDES 340 and PHIL 210 or 212. No more than 3 credit hours of C- or lower in CSCI courses.

**Teaching Endorsement Requirements:** Ten to 13 courses numbered above 200 including CSCI 201, 202, 280, 325, 345, 360, 380 and 425 and four credit hours of Intensive Study. Required supporting courses: MATH 200 or 324, PHIL 210 or 212, ACCT 203 and 204, BUAD 225, ECON 210 and 211. No more than 3 credit hours of C- or lower in CSCI courses.

**Minor**
Requirements: Any six CSCI classes numbered above 200.

**Faculty**
**Dr. Farhad Akhbardeh,** Associate Professor of Computer Science
**Mr. Tom Kleen**, Professor of Computer Science, *Emeritus*

**Computer Science Courses (CSCI)**

**CSCI 100 Introduction to Computers** **2 sem. hrs.**
An introduction to common computer applications. All sessions will be held in one of the university's computer labs. Students will become proficient with Windows, Word (word processor), Excel (spreadsheet), PowerPoint (presentation graphics), and use of the Internet. • Fall/Spring

**CSCI 201 Computer Programming I** **3 sem. hrs.**
An introduction to problem solving and object-oriented programming. Students will learn the basic concepts of programming using the Python programming language. Topics covered include basic data types, control

structures and subprograms. Students will learn how to design, code, debug, document, and execute programs using techniques of good programming style. Lab included.
**Prerequisite:** high school algebra and previous computer experience • Fall

**CSCI 202 Computer Programming II** **3 sem. hrs.**
A continuation of CSCI 201. Topics to be covered include arrays, structures, strings, files, classes, and objects. Students will be expected to write and run a number of larger programs using the C# programming language. Lab included.
**Prerequisite:** Grade of C or better in CSCI 201 • Spring

**CSCI 280 Computer Organization** **3 sem. hrs.**
An introduction to computer hardware and software. Topics covered include basic hardware components of computer systems, machine and assembly language, data representation, mass storage devices, input and output devices. Lab included.
**Prerequisite:** CSCI 201 • Fall (even years)

**CSCI 321 Management Information Systems** **3 sem. hrs.**
See MIS 321 • Fall

**CSCI 322 Systems Analysis** **3 sem. hrs.**
See MIS 322 • Spring (even years)

**CSCI 325 Data Structures and Algorithms** **3 sem. hrs.**
Students will study the construction, manipulation, use and efficiency of complex data structures and algorithms using the Java programming language.
**Prerequisite:** Grade of C or better in CSCI 202 • Fall (odd years)

**CSCI 345 Database Management** **3 sem. hrs.**
A study of database concepts and database management systems. Topics covered include database design, relational models, normalization, and queries. Hands-on experience with a database management system is provided.
**Prerequisite:** Grade of C or better in CSCI 202 • Spring (even years)

**CSCI 360 Networking/Communications** **3 sem. hrs.**
Students will study network design and management, and implementation of local area networks.
**Prerequisite:** CSCI 280 • Fall (odd years)

**CSCI 380 Operating Systems** **3 sem. hrs.**
Students will study various operating systems and how they operate. Windows client and server systems, UNIX/Linux systems, and Mac systems will all be discussed. Hands-on experience with various systems will be provided via virtual machines.
**Prerequisite:** CSCI 280 • Spring (odd years)

**CSCI 425 Internet Programming** **3 sem. hrs.**
This class is an introduction to writing programs for Web pages. Topics covered include HTML 5, CSS, client-side programming with JavaScript, and server-side programming. Students will learn to create a database driven interactive web site. This is a hands-on project-oriented class and each student will write a number of programs.

**Prerequisite:** Grade of C or better in CSCI 202 and CSCI 345 • Spring (odd years)

**CSCI 390, 490 Internships** **3 sem. hrs. each**
On-the-job experience at a local business.
**Prerequisite:** Senior status, GPA of 3.00 in computer science courses and the consent of the department.

**CSCI 375, 475 Independent Study** **3 sem. hrs.**
*With departmental approval*

**CSCI 450 Machine Learning** **3 sem. hrs.**
This course introduces machine learning concepts and algorithms. By the end of the course, students will have the ability to create data models from real-word problems, implement algorithms to perform inferences and predictions, and evaluate the performance of the models. Students will use Python to gain hands-on experience with building machine learning models.
**Prerequisite:** Grade of C or better in CSCI 201 and Math 225 • Fall

**CSCI 01IS Data Visualization** **1 sem. hr.**
Students will become acquainted with principles and tools for data visualization.
**Prerequisite:** Junior status or the consent of the department. • Fall

**CSCI 02IS Artificial Intelligence** **1 sem. hr.**
Students will gain a basic understanding of artificial intelligence.
**Prerequisite:** Junior status or the consent of the department. • Spring

**CSCI 25IS Intensive Study** **1 sem. hr.**
Independent research on an advanced topic in computer science. Required of all junior and senior computer science majors.
**Prerequisite:** Junior status or the consent of the department. • Fall/Spring

**CSCI 67IS Programming in C** **1 sem. hr.**
C is a general-purpose programming language. This language is still actively used for embedded systems. Students will learn about the C language, specifically pointers, by taking this course.
**Prerequisite:** Grade of C or better in CSCI 202. • Spring

**CSCI 84IS Geographic Information Systems** **1 sem. hr.**
The course provides a fundamental understanding of computer software used to map the geographic distribution of a variety of social and physical variables and social indicators.
• Fall

# Criminal Justice

*Bachelor of Arts (Criminal Justice), Minor (Criminal Justice)*

The Department of Criminal Justice at Briar Cliff University provides an interdisciplinary education, drawing from the disciplines of Sociology, Political Science, and Psychology. Courses give students an understanding of the three main elements of the Criminal Justice System: Policing, Criminal Courts, and Corrections. Students will learn how the Criminal Justice System functions, both as separate units and as a whole. The program explores scientific and theoretical models used for the analysis and critique of the criminal mind. The department offers foundational knowledge necessary to develop innovative and collaborative solutions to the challenging and complex justice issues facing our society.

Department faculty provide enhanced learning opportunities through internships with criminal justice agencies and related community service organizations. The program addresses a wide range of criminal justice topics including police tactics and technology, criminal courts and due process, community policing and crime prevention, community corrections, and juvenile justice.

The mission of the Criminal Justice program is to provide education in all aspects of criminal justice and criminology. Our department aims to develop students' capacity to think critically, act ethically, solve problems effectively and communicate successfully within a multi-cultural society.

**Bachelor of Arts in Criminal Justice**
Requirements: CJUS 100; CJUS 110; two of CJUS 250, 251, and 252; CJUS 260; SOCY 340; PSCI 370; and SOCY 447; plus 12 additional credits of approved electives.

**Minor in Criminal Justice**
Requirements: A minimum of 18 credit hours, including CJUS 100 and 15 credit hours of approved electives.

**Faculty**
**Dr. Wendy Brame**, Associate Professor of Sociology and Chairperson
**Sr. Grace Ann Witte**, O.S.F., Professor of Sociology *Emerita*

**Criminal Justice Courses (CJUS)**

**CJUS 100 Introduction to Criminal Justice** **3 sem. hrs.**
An overview of the foundations and components of the American Criminal Justice System including the three pillars of law enforcement, courts, and corrections. Course content covers the origins and historical evolution to our current system. Focus upon crime control and due process, case law, arrest, adjudication, sentencing, incarceration and alternatives . • As needed

**CJUS 110 Criminal Justice Ethics** **3 sem. hrs.**
An overview of the role of ethical behavior and decision-making in the criminal justice field. Students will discuss standards of professionalism, consider how their own values and morals fit with codes of professional ethics, will analyze ethical scenarios, and will evaluate the impact of ethical breaches by criminal justice professionals. • As needed

**CJUS 250 Policing** **3 sem. hrs.**
An in-depth examination of policing. Primary focus will be on the laws that govern the roles, functions, and operations of law enforcement in the U.S. Overview of the origins and historical evolution of the American system of Law Enforcement to present day, with a basic understanding of the differences between local, state, and federal agencies. Topics covered include crime control and due process, patrol, response, community policing, crime analysis, and investigations. • Spring (even years)

**CJUS 251 Criminal Courts** **3 sem. hrs.**
An in-depth exploration of the criminal adjudication process in the U.S. Topics include the various court systems and structures; court personnel and their roles; the roles of victim, defendant, witness and jury; and the adjudication process, including hearings, plea bargaining, and sentencing. • Spring (odd years)

**CJUS 252 Corrections** **3 sem. hrs.**
An in-depth exploration of the major programs within the corrections component of the criminal justice system. Exploration of types of criminal sentencing including probation, institutional treatment, community corrections, parole, and re-entry programs. Development of correctional philosophy, theory, and practice will be presented with emphasis on constitutional rights of offenders. • Fall (odd years)

**CJUS 355 Investigations** **3 sem. hrs.**
An overview of scientific methods of investigative processes for criminal investigations. Examination of evidentiary procedures and practicing skills such as locating, collecting, handling, and processing physical evidence, and photographing crime scenes. Other topics include interview and interrogation techniques, identifying boundaries of a crime scene, securing a scene, and search techniques.
Prerequisite: CJUS 100 and one of CJUS 250, 251, or 252 • As Needed

**CJUS 365 Juvenile Justice** **3 sem. hrs.**
Overview of the American juvenile justice system, including its history, underlying philosophies, and current practices. Topics include specialized juvenile law, the role of professionals in the system, treatment and prevention programs, processes for trying juveniles as adults, and future directions of the juvenile justice system. • As Needed

**CJUS 490 Internship** **3 sem. hrs.**
A supervised learning opportunity in a professional setting appropriate to the major and based on the student's interests and career goals. Students interested in an internship must apply and be accepted into the internship program before registering for the course.
Prerequisite: Instructor approval • As needed

**PSCI 370 Criminal Law** **3 sem. hrs.**
Introduction to the substantive and procedural aspects of criminal law. Nature and origins of U.S. criminal law; conditions for criminality and type of crime. • Fall

**PSYC 102 Drugs and Society** **3 sem. hrs.**
This course provides an introduction to the basic physiological, psychological, and behavioral effects of the major drugs of use and abuse: stimulants, depressants, inhalants, psychoactive medications, alcohol, tobacco, caffeine, over-the-counter drugs, opioids, hallucinogens, marijuana, and performance-enhancing drugs. The course will also explore the following issues related to drugs and society: addiction and factors that affect it, prevention of drug abuse, treatment of drug abuse, and policy related to drug use and availability.
• As needed

**PSYC 205 Introduction to Forensic Psychology** **3 sem. hrs.**
This course will provide students with an overview of the interface between psychology and the legal system. Students will learn about how legal issues and psychological issues weigh in the process of the criminal justice system. Topics under discussion will include the death penalty and the insanity defense, criminal investigation, eyewitness testimony, and how to ensure the most accurate police line-ups. Other topics will include areas such as suspect interrogations and false confessions, the validity of polygraphs, the veracity of child eyewitness accounts, and how to accurately interview young children.
**Prerequisite:** PSYC 110 • Fall

**PSYC 360 Abnormal Psychology** **3 sem. hrs.**
A study of the classification of variant behavior and hypotheses used to explain such behavior. The symptoms, dynamics, treatment, and prognosis of various behavior syndromes will also be considered.
**Prerequisite:** PSYC 110 • Fall/Spring

**PSYC 405 Criminal Forensic Psychology** **3 sem. hrs.**
This course provides an introduction to psychological issues related to understanding, assessing, and managing both sexual and violent behaviors. An overview of mental health disorders and their relationship to both types of criminality will be provided. Topics include, but will not be limited to, insanity, psychopathy, serial killing, stalking, women who kill and sexually offend, and treatment strategies aimed at reducing both sexual and physical violence. Finally, the course will focus on methods of assessment currently used to help predict the risk of both sexual and violent re-offending.
**Prerequisite:** PSYC 110, PSYC 205 • Spring (odd years)

**SOCY 340 Social Science Research Methods** **3 sem. hrs.**
Principles of problem formulation, design, measurement, sampling, data collection and analysis; ethical considerations for research on human subjects. Students are given the opportunity to design or carry out a research project .
**Prerequisite:** SOCY 341. MATH 150, MATH 200, or instructor permission • Spring

**SOCY 447 Criminology** **3 sem. hrs.**
Criminology offers an extensive examination of the theoretical explanations of deviance and their intersection with crime control policies. The course emphasizes theory development, integration and evaluation, and requires extensive reading and writing**.** • Spring (odd years)

# Data Analytics

*Bachelor of Science, Minor*

A Bachelor of Science degree in Data Analytics is a blended major between Mathematics, Computer Science, and Business. The data analytics curriculum promotes the development of skills in logical reasoning, problem solving, data analysis, and communication of ideas. The major is designed to prepare students for abundant employment opportunities in both public and private sectors including healthcare, business, finance, manufacturing, education, government, and science. Two additional tracks in the data analytics major provide opportunities for students to further specialize their degree by focusing on business analytics or sports analytics.

Upon graduation, students majoring in data analytics will be able to understand and apply quantitative modeling techniques; design solutions using analytical software and technologies; evaluate data mining methods; recognize ethical, legal, societal, and economic concerns in the application of data analytics; effectively communicate findings orally and in writing; and collaborate effectively with multi-disciplinary teams using tools and concepts of data analytics.

First-year students who intend to major in data analytics should take CSCI 100 or BUAD 220, CSCI 201, and ACCT 203, as well as any mathematics courses necessary to prepare for MATH 217.

**Bachelor of Science Requirements:**

1. Mathematics (17 credits): MATH 200, 217, 225, 325, 344
2. Computer Science (24 credits): CSCI 100 (or BUAD 220), CSCI 201, 280, 321, 322, 325, 345, 450
3. Business (15 credits): ACCT 203, ECON 210, BUAD 223, 225, 476
4. Graphic Design (3 credits): GDES 340

An internship through the Mathematics, Computer Science, or Business department is recommended, but not required.

**Optional Tracks Requirements:** Courses listed above as requirements for the Bachelor of Science degree in addition to the following track requirements.

1. **Business Analytics:** ACCT 204, BUAD 301, BUAD 330, BUAD 350
2. **Sports Analytics:** SPMA 201, SPMA 301, SPMA 335, SPMA 479

**Minor Requirements:**

1. Mathematics (7-8 credits): MATH 200 and one additional course from: MATH 217, 225, 325, or 344
2. Computer Science (9 credits): CSCI 201, 325, 345
3. Graphic Design (3 credits): GDES 340

**Faculty**

**Ms. Sarah Landis,** Assistant Professor of Mathematics and Chairperson, Mathematics and Computer Science
**Mr. Thomas Mayer**, Assistant Professor of Mathematics
**Dr. Farhad Akhbardeh,** Associate Professor of Computer Science

# Development Courses

Developmental courses help in strengthening the skills necessary for success in college. Courses in writing, reading, mathematics and study skills are offered. The personal contact and follow-up with instructors and personnel provide the basis for helping students become secure and successful in their chosen academic areas of study.

The university offers several courses which help students overcome deficiencies and succeed in subsequent classes. These courses produce grades and carry academic credit. Because these courses are sometimes required, they all may be included in the calculation of credit hours for purposes of defining student status for financial aid and athletic eligibility.

Ordinarily, all full-time non-probationary day students who are assessed as needing five or more developmental courses will be limited to enrolling in two, three-hour courses during their first term and will be required to take needed developmental courses that term and throughout the first year.

**Developmental Courses**

**CORE 130 Critical Reading and Writing** **3 sem. hrs.**
A co-disciplinary critical reading and writing experience in which students develop strategies to communicate meaningfully in a variety of modes of expression. • Fall

**MATH 1A Fundamentals of Mathematics** **1 sem. hr.**
A review of arithmetic skills including fractions, decimals, percent, and measurement. • Fall/Spring

**MATH 10 Basic Algebra** **2 sem. hrs.**
Reviews basic algebra concepts and skills of first-year high school algebra starting with signed numbers. Other topics that will be covered are: exponents, expressions, linear equations and inequalities, graphing, polynomials, algebraic fractions, quadratics, and more.
**Prerequisite:** MATH 1A or recommendation of the department • Fall

**MATH SS8 Basic Algebra (Pre-Math 200)** **2 sem. hrs.**
A review of basic arithmetic and algebra concepts and skills including fractions, percent, solving linear and exponential equations, and scientific notation. • Fall/Spring

# Economics

An understanding of economic principles is essential since so many of the questions and decisions which touch our lives have an economic aspect. The growth of our economy and the improvement in our living standards require us to compete in a global society. To understand and evaluate what economists, politicians and others are saying, we need knowledge of economics.

**Faculty**
**Mr. Paul Santos,** Associate Professor of Accounting and Chairperson
**Mr. Joseph Ciquera**, Assistant Professor of Business Administration
**Mr. Scott Griffith,** Assistant Professor of Business Administration
**Dr. Jeffrey White,** Assistant Professor of Sport Management
**Mr. Mark Rossi, JD,** Professor of Business Administration
**Mr. William Eberle,** Professor of Business Administration and Accounting *Emeritus* *
**Mr. George Frangedakis,** Professor of Business Administration and Accounting *Emeritus* *
**Ms. Barbara Redmond,** Professor of Business Administration *Emerita*
**Mr. Vali Sorathia,** Professor of Business Administration and Accounting *Emeritus* *
**Dr. Judy Thompson,** Professor of Business Administration *Emerita*

**Economics Courses (ECON)**

**ECON 210 Principles of Microeconomics** **3 sem. hrs. (SBL)**
Introduction to basic economic theory, with emphasis placed on decision making by individual units such as households, firms, or industries and with individual markets for final goods and resources. **Prerequisite:** Sophomore status or permission of instructor • Fall/Spring

**ECON 211 Principles of Macroeconomics** **3 sem. hrs.**
Introduction to basic economic theory, with emphasis on the economy as a whole. An examination of major aggregates such as households, businesses, and government sectors and measures of the total economy.
**Prerequisite:** ECON 210 • Fall/Spring

**ECON 175, 275, 375, 475 Independent Study** **3 sem. hrs.**
Reading, research or creative work on a problem related to economics. Permission of the department is required.
With departmental approval • As Needed

# Education

*Bachelor of Arts, Teaching Endorsements*

## Briar Cliff University's Teacher Preparation Program

The Department of Education offers an elementary education major, a secondary education major, a K-12 education major, and education courses for endorsements in academic disciplines. Education majors are aligned to requirements for a bachelor's degree and to attainment of an initial teaching license with one or more endorsements to teach in specified area(s). Students must successfully complete all requirements of the Teacher Preparation Program to be eligible for teacher licensure. The Teacher Preparation Program complies with and is accredited by the Iowa Department of Education. NOTE: BCU's Teacher Preparation Program standards and requirements may change to maintain alignment with changes in state accreditation and/or licensure/endorsement requirements. This catalog description provides an overview of program requirements. BCU's *Teacher Preparation Program Handbook* provides more detailed information, is updated annually, reviewed early in the program, and shared each year with students.

In the Franciscan tradition, the Briar Cliff University Education Program prepares professional educators through community and service.

The following learning outcomes for the Teacher Preparation Program were adopted from the Interstate Teacher Assessment and Support Consortium (InTASC).

1. Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on

others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Teacher Preparation Program**

The professional preparation program for teaching in private and public schools begins with the Introduction to Education course. This course includes a minimum of 10 hours of field experience, as mandated by the Iowa Department of Education, and serves as the gateway to the Teacher Preparation Program. It is a prerequisite for all other education courses. Application for admission to the TPP occurs in the Introduction to Education course. For students who completed the equivalent of this course at another institution, application for admission occurs during the first semester of enrollment as an education major.

**Admission to the Teacher Preparation Program**

University students pursuing an education major must apply for and be admitted to BCU's Teacher Preparation Program (TPP). Acceptance to Briar Cliff University does not guarantee admission to the TPP. To enroll in 300- and 400-level courses in elementary education and in the professional core, including EDUC 02IS and EDUC 09IS, students must be admitted to the TPP. Briar Cliff's Teacher Education Advisory Committee determines admission, retention, and checkpoint standards for candidates in the Teacher Preparation Program. The Teacher Education Advisory Committee has implemented the following standards for program admission:

1) Completion of formal application for admission to the Teacher Preparation Program
2) Completion of at least a 10-hour field experience
3) Letter of nomination by an employer or a Briar Cliff University faculty member other than Education faculty
4) Cumulative grade point average (GPA) of 2.5 or higher
5) Grade of "C" or better in CORE 131: Writing in the Digital Age
6) Review of the Teacher Preparation Program Handbook and documentation verifying this
7) Satisfactory completion of a written reflection of dispositional strengths and goals
8) Demonstration of the dispositions and ethical conduct necessary for teaching*
9) Teacher Education Advisory Committee recommendation of acceptance

*The Iowa Department of Education Code of Professional Conduct and Ethics in Iowa Administrative Code 282, Chapter 25 [IAC 282—25.1(272)] and Iowa Administrative Code 282, Chapter 26 [IAC 282—26.1(272)] delineate the ethics requirements for teacher licensure. Any candidate in the program with a criminal conviction or violations such as alcohol or drug abuse or falsification of information, as described in Iowa's Code of Professional Conduct and Ethics will be removed from the Teacher Preparation Program and encouraged to seek another degree. In addition, Iowa Administrative Code 281, Chapter 103: Corporal Punishment Ban, Physical Restraint, Seclusion, and Other Physical Contact with Students [IAC 281—103.1(256B, 280)] delineates the ban on unreasonable force, confinement, detention, and/or physical restraint of a student.

Students receive written notification of admission. If a student does not meet criteria, reasons for non-acceptance are provided.

**Continuation in the Teacher Preparation Program**

Once students are admitted to the Teacher Preparation Program, they become teacher candidates. To maintain status as a teacher candidate and to complete BCU's Teacher Preparation Program, teacher candidates must meet program requirements each semester and pass program checkpoints, which are detailed in BCU's *Teacher Preparation Program Handbook*. Personal qualities required of a teacher are also required of all candidates in

the Education Department. These qualities include but are not limited to the ability to complete work on time, punctuality and attendance, the ability to accept guidance in teaching, and the ability to relate to other people.

**Internship (Student Teaching)**
Iowa Code requires that each teacher candidate in the Teacher Preparation Program complete a student teaching internship. Interns (student teachers) are placed by Education Department faculty in schools within a 30-mile radius of campus. The teacher candidate makes formal application for internship in the fall of the year preceding the academic year in which the internship will be undertaken. Forms for application are distributed during the fall registration advising meeting.

The internship is a full-time responsibility and includes EDUC 14IS: Student Teaching Seminar. The candidate is required to follow the schedule and activities of the cooperating teacher, including after-school meetings and activities. It is recommended that the internship be scheduled during a semester in which the student has fewer commitments such as sports, work, or additional coursework.

**Licensure**
When the internship, all coursework, graduation requirements, state-required assessments, and program completion requirements are satisfied, the Licensure Officer can complete the process for licensure.

**Transfer Students**
Transfer students and students who make late decisions when declaring a major are subject to the same Teacher Preparation Program admission procedures and are required to meet the standards and checkpoints as described above and detailed in BCU's *Teacher Preparation Program Handbook*.

**Teaching in the Catholic School System**
Briar Cliff University prepares students for teaching in Catholic schools by offering a course which provides the students with the background that supports consideration in the Catholic school system, EDUC 150: Foundations and Ministry of Catholic School Teaching.

**Grades**
All courses required for licensure must receive a grade of "C" or above.

## K-12 Coaching Endorsement (teachers) & K-12 Coaching Authorization (non-teachers)

Course Requirements for Iowa's K-12 Coaching Endorsement (Education Majors) and Iowa's Coaching Authorization (Non-Education Majors) include the following courses offered (previously or currently) at BCU:

**One semester hour in Structure and Function of the Human Body**

Choose One From:

- HPER 384 Human Performance and Skill Learning in Physical Education and Sports (3 cr.)
- BIOL 221/221L Human Anatomy (4 cr.)
- EHS 200 Introduction to Kinesiology (2 cr.)
- EHS 300/300L Exercise Physiology and Lab (4 cr.)
- EHS 350/400 Exercise Physiology (3 cr.)
- EHS 360 Principles of Coaching II (2 cr.)

**One semester hour in Human Growth and Development of Children and Youth**

Choose One From:

- HPER 74 Human Growth and Development in Sports (1 cr.)
- PSYC 280 Developmental Psychology (3 cr.)
- EHS 360 Principles of Coaching II (2 cr.)

**One semester hour in Theory of Coaching interscholastic athletes**

Choose One From:

HPER 385 Concepts of Coaching (3 cr.)
HPER 72 Coaching Interscholastic Athletes (1 cr.)
EHS 275 Coaching Theory (1 cr.)
EHS 385 Concepts of Coaching Track and Field (3 cr.)
EHS 375 Coaching Theory (3 cr.)
EHS 260 Principles of Coaching I (2 cr.)

**Two semester hours in Athletic Conditioning, Care and Prevention of Injuries, and First Aid**

HPER/EHS 280 Care and Prevention of Athletic Injuries (3 cr.)

**Additional Requirements for the Coaching Endorsement/Authorization:**

1. Certificate of completing Concussion Training. The concussion training is available at the only approved site http://nfhslearn.com/courses/61037/concussion-in-sports
2. The CPR Certificate. CPR cannot be the online only version, and a note/letter from the instructor is not accepted. A CPR card from one of the following approved providers is required: American Heart Association, American Red Cross, American Safety and Health Institute (ASHI), National Safety Council (NSC), Medic First Aid. Refer to this link for more information: http://www.iowa.gov/legacyboee/coaching/
   EHS 142 First Aid and CPR (2 cr.) is offered at Briar Cliff.

## Faculty

**Dr. Theresa Engle**, Associate Professor of Education and Chairperson
**Dr. Kenneth Berg**, Associate Professor of Education
**Ms. Janet Rohmiller,** Associate Professor of Education/Special Education
**Mrs. Alisha Elder**, Instructor of Education
**Dr. Leo Frommelt**, Professor of Education *Emeritus **
**Dr. Ruth Schock,** O.S.F., Professor of Education *Emeritus**

## Education Courses (EDUC)

**EDUC 100 Introduction to Education** **1 sem. hr.**

This one-credit course provides an orientation to and an overview of the teaching profession. The requirements for admittance to the Briar Cliff University Teacher Education Program will also be presented. EDUC 101 Practicum is taken concurrently with EDUC 100.

**EDUC 101 Introduction to Education Practicum** **1 sem. hr.**

This one-credit course provides the student with the opportunity to observe in an elementary classroom setting and a secondary classroom setting. EDUC 101 Practicum is taken concurrently with EDUC 100.

**EDUC 150 Foundations and Ministry of Catholic School Teaching** **2 sem. hrs.**

Part 1 of this course provides a historical overview of the development of Catholic Schools in America; exploration of the Catholic School identity; legislation and judicial issues affecting Catholic schools; the governance and structure of the diocesan school system; and the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools. Part 2 of this course considers the concepts of the call, covenant, and mission of the Catholic school teacher; Catholic social teachings, faith community development; and reviews sources of spiritual formation.

**EDUC 250 Management and Instruction** **3 sem. hrs.**
An examination of and experimentation with various processes and strategies in classroom management and arrangement available to elementary and secondary classroom teachers is presented. Activities will include planning and organization of lessons and approaches to discipline. EDUC 01IS 25- hour practicum is taken concurrently with EDUC 250.
**Prerequisites:** EDUC 100, 101 or permission from the Department Chairperson

**EDUC 01IS Practicum I** **1 sem. hr.**
This 25-hour field experience is designed to provide students with basic experiences that include both observation and participation in teaching activities to develop in the potential teacher an understanding of the nature of the teaching process and the role of the classroom teacher. EDUC 01IS is taken concurrently with EDUC 250.
**Prerequisites**: EDUC 100, 101 or permission from the Department Chairperson

**EDUC 270 Exceptional Learners** **3 sem. hrs.**
The intent of the course is to examine the education of persons with learning disabilities, intellectual disabilities, emotional and behavioral disorders, physical disabilities, sensory impairments, other health impairments, and gifted and talented children. The special traits of each group will be studied as well as the relationships of their traits and abilities to their education, social and psychological needs. Stress will be placed on practical applications of theory (e.g. remediation techniques, etc.) as well as the theories regarding etiological factors.
**Prerequisites:** EDUC 100, 101

**EDUC 290 Behavior and Classroom Management** **3 Sem. hrs.**
This course examines classroom and behavior management theories and methods for developing a positive, safe learning environment that improves academic engagement and achievement of all learners. Students develop an understanding of school-wide multi-tiered system of supports and identify concepts and strategies for developing positive interventions and supports in general education classrooms. Students also study challenging behavior, behavior intervention plans, and strategies to address difficult and aggressive student behavior to be prepared to respond to the needs of students with and without disabilities.
**Prerequisites:** EDUC 100, 101

**EDUC 03IS Educational Technology** **2 sem. hrs.**
Provides teacher candidates with the skills and appropriate applications of current and emerging technologies and how to implement them with all learners in their context areas. Emphasis is given to the effective and ethical use of educational technologies.
**Prerequisites:** EDUC 100, 101

**EDUC 318 Educational Psychology** **3 sem. hrs.**
Study of psychological principles applicable to the learning process; theories of learning, and research pertinent to teaching and learning. For Secondary and K-12 Education majors, EDUC 02IS 25-hour practicum is taken concurrently with EDUC 318.
**Prerequisites:** EDUC 100, 101, 250, 01IS, PSYC 110, and acceptance into the Teacher Preparation Program

**EDUC 02IS Practicum II** **1 sem. hr.**
Practicum II is a 25-hour field experience. Students are assigned to a basic program to include both observation and participation in teaching activities in order to understand the nature of the teaching process and the role of the classroom teacher (partial fulfillment of IA CODE 79.14 (5)). The purpose of this field

experience is to provide an opportunity for the practical application of the knowledge of the process of human growth and development to teaching in the grade level for which the student is preparing. Practicum II is generally taken concurrently with EDUC 318.
**Prerequisites:** Acceptance into the Teacher Preparation Program

**EDUC 330 Educational Measurement and Evaluation 3 sem. hrs.**
Emphasis upon the nature of standardized tests and the construction of classroom evaluative devices; introduction of elementary statistics; test interpretation; discussion of current trends and needs in evaluation.
**Prerequisites:** EDUC 100, 101, 250, 01IS and acceptance into the Teacher Preparation Program

**EDUC 423 Content Area Literacy 3 sem. hrs.**
This course prepares secondary and K-12 teachers in the use of literacy strategies (reading, writing, listening, and speaking) for secondary students and how to infuse these strategies throughout the curriculum. EDUC 09IS Content Area Literacy Practicum is taken concurrently with EDUC 423.
**Prerequisites:** EDUC 100, 101,250, 01IS and acceptance into the Teacher Preparation Program

**EDUC 09IS Content Area Literacy Practicum 1 sem. hr.**
This 30-hour field experience is designed to provide secondary and K-12 teacher candidates an opportunity to observe and participate in the teaching of literacy in their respective content areas. Teacher candidates will apply research-based literacy strategies. This practicum is taken in conjunction with EDUC 423 Content Area Literacy.
**Prerequisite:** EDUC 100, 101, 250, 01IS, and acceptance into the Teacher Preparation Program

**EDUC 14IS Student Teaching Seminar 2 sem. hrs.**
This course will provide practical information and research-based strategies to assist teacher candidates during the student teaching internship and their transition into the profession for Iowa licensure. Taken in conjunction with the student teaching semester.

**EDUC 408 Student Teaching Elementary/K-8 Special Education Strat 1 13 sem. hrs.**
Scope and general characteristics of the elementary classroom and the K-8 special education classroom, including teacher characteristics, evaluation; classroom management and control; current trends and issues in teaching and professional growth. Directed observations, participation and teaching under the supervision and guidance of selected classroom teachers and the college supervisor of student teaching. The Education Department will determine the length of each placement. Must be taken in conjunction with EDUC 14IS Electronic Portfolio.
**Prerequisites:** Acceptance into the Teacher Education Program and completion of the professional methods courses

**EDUC 409 Student Teaching Elementary/K-12 Special Education Strat 1 13 sem. hrs.**
Scope and general characteristics of the elementary classroom, the K-8 special education classroom, and the 5-12 special education classroom, including teacher characteristics, evaluation; classroom management and control; current trends and issues in teaching and professional growth. Directed observations, participation and teaching under the supervision and guidance of selected classroom teachers and the college supervisor of student teaching. The Education Department will determine the length of each placement. Must be taken in conjunction with EDUC 14IS Electronic Portfolio.
**Prerequisites:** Acceptance into the Teacher Education Program and completion of the professional methods courses

**EDUC 410 Student Teaching in the Elementary School** **13 sem. hrs.**
Scope and general characteristics of the elementary school, including teacher characteristics, evaluation; classroom management and control; current trends and issues in teaching and professional growth. Directed observations, participation and teaching under the supervision and guidance of selected classroom teachers and the college supervisor of student teaching. Must be taken in conjunction with EDUC 14IS Electronic Portfolio.
**Prerequisites:** Acceptance into the Teacher Education Program and completion of the professional methods courses

**EDUC 412 Student Teaching K-12** **13 sem. hrs.**
Observation and participation in teaching and other professional activities related to the work of the K-12 teacher in both elementary and secondary schools; planning periods and conferences with the supervising teacher and the college supervisor(s) of student teaching. Must be taken in conjunction with EDUC 14IS Electronic Portfolio.
**Prerequisites**: Acceptance into the Teacher Education Program and completion of the professional methods courses

**EDUC 415 Student Teaching in the Secondary School** **13 sem. hrs.**
Observation and participation in teaching and other professional activities related to the work of the secondary school teacher; planning periods and conferences with the supervising teacher and the college supervisor(s) of student teaching. Must be taken in conjunction with EDUC 14IS Electronic Portfolio.
**Prerequisites:** Acceptance into the Teacher Education Program and completion of the professional methods courses

**EDUC 416 Student Teaching Secondary/5-12 Special Education Strat 1** **13 sem. hrs.**
Observation and participation in teaching and other professional activities related to the work of the secondary school teacher and the 5-12 special education teacher; planning periods and conferences with the supervising teacher and the college supervisor(s) of student teaching. The Education Department will determine the length of each placement. Must be taken in conjunction with EDUC 14IS Electronic Portfolio.
**Prerequisites:** Acceptance into the Teacher Education Program and completion of the professional methods courses

**EDUC 417 Student Teaching Secondary/K-12 Special Education Strat 1** **13 sem. hrs.**
Observation and participation in teaching and other professional activities related to the work of the secondary school teacher, the K-8 special education teacher, and the 5-12 special education teacher; planning periods and conferences with the supervising teacher and the college supervisor(s) of student teaching. The Education Department will determine the length of each placement. Must be taken in conjunction with EDUC 14IS Electronic Portfolio.
**Prerequisites:** Acceptance into the Teacher Education Program and completion of the professional methods courses

**EDUC 424 Student Teaching K-12/K-8 Special Education Strat 1** **13 sem. hrs.**
Observation and participation in teaching and other professional activities related to the work of the K-12 teacher in both elementary and secondary schools and the K-8 special education teacher; planning periods and conferences with the supervising teacher and the college supervisor(s) of student teaching. The Education Department will determine the length of each placement. Must be taken in conjunction with EDUC 14IS Electronic Portfolio.

**Prerequisites:** Acceptance into the Teacher Education Program and completion of the professional methods courses

**EDUC 425 Student Teaching K-12/ 5-12 Special Education Strat 1 13 sem. hrs.**
Observation and participation in teaching and other professional activities related to the work of the K-12 teacher in both elementary and secondary schools and the 5-12 special education teacher; planning periods and conferences with the supervising teacher and the college supervisor(s) of student teaching. The Education Department will determine the length of each placement. Must be taken in conjunction with EDUC 14IS Electronic Portfolio.
**Prerequisites:** Acceptance into the Teacher Education Program and completion of the professional methods courses

**EDUC 426 Student Teaching K-12/ K-12 Special Education Strat 1 13 sem. hrs.**
Observation and participation in teaching and other professional activities related to the work of the K-12 teacher and the special education teacher in both elementary and secondary schools; planning periods and conferences with the supervising teacher and the college supervisor(s) of student teaching. The Education Department will determine the length of each placement. Must be taken in conjunction with EDUC 14IS Electronic Portfolio.
**Prerequisites**: Acceptance into the Teacher Education Program and completion of the professional methods courses

**EDUC 452 Human Relations for Teachers 2 sem. hrs.**
Designed to develop professional human relation skills for teaching in an aspiring pluralistic society through both theoretical and experiential work. Special emphasis is placed on the interaction among subgroups.
**Prerequisites:** EDUC 100, 101, 60 hours of coursework

**EDUC 475 Independent Study 3 sem. hrs.**
Open to students who wish to engage in directed research in a selected area. Permission of the departmental chairperson is required.
**Prerequisites:** EDUC 100, 101, *With departmental approval*

# Elementary Education

*Bachelor of Arts*

All students intending to seek an elementary education degree must be admitted into the Teacher Preparation Program and meet requirements of BCU's Teacher Preparation Program (See Education).

**Bachelor of Arts Requirements:**

- Professional Education Instructional Core: EDUC 100, 101, 250, 01IS, 03IS, 270, 290 318, 330, 410, 14IS, and 452.
- Elementary Education Courses: EDEL 220, 241, 316, 317, 318, 319, 335, 342, 400, 462, and 463.
- General Education Courses**:** BIOL 102, HIST 231 or 232, MATH 118 and 119, PHYS 116, PSYC 110, PSYC 280, and PSCI 224.
- Foundations of Reading Test: see details below

Elementary education majors are also required to complete a reading endorsement. This endorsement includes PSYC 354 and EDEL 464/465 beyond the required courses for an elementary education major.

**Foundations of Reading Test (FoRT)**

Effective Date: July 2024

Purpose: To align with the requirements set forth by the Iowa legislature through House File 2618, this policy mandates that teacher education students pursuing specific endorsements must complete the Foundations of Reading Test (FoRT) prior to licensure recommendation.

Briar Cliff University Endorsements Affected:

- Elementary Education Major (Endorsement #102)
- Literacy Education/Reading K-8 Endorsement (Endorsement #148)
- K-8 Special Education - Instructional Strategist I: Mild Moderate (Endorsement #260)

Test Administration Timeline:

Students pursuing the above endorsements are required to complete the following courses prior to taking the FoRT, as these courses are designed to provide the foundational knowledge necessary for the FoRT. Students will complete the FoRT after or near the end of the semester in which the final course(s) in this sequence is/are complete.

- EDEL 241: Children's Literature
- EDEL 400: Reading Lab
- EDEL 462: Teaching Elementary Literacy I
- EDEL 463: Teaching Elementary Literacy II
- EDEL 464: Literacy Assessment and Interventions
- EDEL 465: Reading Practicum

Licensure Recommendation:

A recommendation for licensure will not be made unless the student has completed the FoRT. This requirement is in accordance with Iowa House File 2618, effective July 2024.

Remediation Process:

Students who do not achieve a score at or above the state's designated cut score on their first attempt will be provided with a remediation plan. Remediation plans will be determined by the Education Department and may include completion of a one-credit course designed to address the student's specific needs.

## Additional Endorsements for Elementary Education Majors

- Special Education: A special education endorsement is available to an elementary education major. Students may choose the K-8 Instructional Strategist I endorsement or the K-12 Instructional Strategist I endorsement. The endorsement includes forty-five hours of practicum experience alongside special education teachers, as well as student teaching. Refer to the Special Education section in this course catalog for a list of courses.
- Middle School: A middle school endorsement is available to an elementary education major. The endorsement includes EDMI 421 and two, twelve-hour areas of specialization in mathematics, science, social studies, or English Language Arts. Thirty hours of practicum experience in a middle school is also required.
- K-12 Coaching: See details in *Education* section of this catalog.

Additional endorsements are available, but they may extend the four-year plan of study.

## Professional Development School Practica

Elementary education majors will participate in a Professional Development School (PDS) for the field experiences assigned with the elementary methods courses. The elementary methods courses are: EDEL 316 Teaching Elementary Science; EDEL 335 Teaching Elementary Mathematics; EDEL 342 Teaching Elementary Social Studies; EDEL 462 Teaching Elementary Literacy I; EDEL 463 Teaching Elementary Literacy II; and EDEL 464 Literacy Assessment and Intervention. The purpose of the Professional Development School is to:

- Create a collaborative relationship between the Briar Cliff University Teacher Preparation Program and Leeds Elementary School.
- Build and support educational leadership and professional practice for all participants (candidates, cooperating teachers, and university faculty).
- Provide teacher candidates the opportunity to connect theory with practice in a classroom setting.

**Faculty**

See Education.

## Elementary Education Courses (EDEL)

**EDEL 220 Earth and Space Science** **1 sem. hr.**

This is a one credit introductory course, which consists of units that emphasize broad and up-to-date coverage of basic topics and principles in geology, oceanography, meteorology, and astronomy.

**EDEL 241 Children's Literature** **3 sem. hrs.**

This course engages students in reading and examining a broad selection of texts and genres to explore a wide variety of literature and informational texts for K-8 students. Students develop an understanding of the importance of providing a wide variety of texts and how selecting diverse children's literature is crucial for fostering inclusive and equitable education and supporting students' linguistic diversity, language and reading comprehension, and overall development.

**EDEL 316 Teaching Elementary Science** **3 sem. hrs.**

The principles and methods of teaching elementary science will be covered. Emphasis will be placed on teaching science through discovery, inquiry and hands-on activities.

**Prerequisites:** EDUC 100, 101, 250, 01IS, and acceptance into the Teacher Preparation Program

**EDEL 317 Health Methods** **1 sem. hr.**

The principles and methods for integrating physical education, health, and wellness in the elementary classroom will be emphasized. This course is taught in conjunction with EDEL 316 Teaching Elementary Science.

**Prerequisites:** EDUC 100, 101, 250, 01IS, and acceptance into the Teacher Preparation Program

**EDEL 318 Visual Arts Methods** **1 sem. hr.**
The principles and methods for integrating visual arts in the elementary classroom will be emphasized. This course is taught in conjunction with EDEL 461 Teaching Elementary Language Arts.
**Prerequisites:** EDUC 100, 101, 250, 01IS, and acceptance into the Teacher Preparation Program

**EDEL 319 Performance Arts Methods** **1 sem. hr.**
The principles and methods for integrating performance arts in the elementary classroom will be emphasized. This course is taught in conjunction with EDEL 461 Teaching Elementary Language Arts.
**Prerequisites:** EDUC 100, 101, 250, 01IS, and acceptance into the Teacher Preparation Program

**EDEL 335 Teaching Elementary Mathematics** **3 sem. hrs.**
Principles and methods for teaching elementary mathematics will be emphasized in the course. Practical application of concepts through the use of manipulatives and interdisciplinary approaches are included in this course.
**Prerequisites:** EDUC 100, 101, 250, 01IS, and acceptance into the Teacher Preparation Program

**EDEL 342 Teaching Elementary Social Studies** **3 sem. hrs.**
The principles and methods of teaching elementary social studies will be covered. Emphasis will be placed on: designing instruction that incorporates research-based strategies; differentiation of instruction based on students' needs; and supporting instruction through literature, writing, and a variety of resources, including technology.
**Prerequisites:** EDUC 100, 101, 250, 01IS, and acceptance into the Teacher Preparation Program

**EDEL 400 Reading Lab** **0 sem. hrs.**
This lab is to be taken during the semester the student intends to take the Foundations of Reading Test (FoRT). The course fee will be determined by the cost of the test.

**EDEL 462: Teaching Elementary Literacy I** **3 sem. hrs.**
This course examines the foundations and science of reading, including how literacy develops, how the brain learns to read, theoretical frameworks and models, and the role of language processing. This course focuses on early literacy, word recognition, and fluency, including print concepts, letter knowledge, phonemic awareness, and decoding and encoding high frequency, regular, irregular, and multisyllabic words. Students develop and apply understanding of diverse learners, explicit, systematic literacy instruction, and evidence-based practices to the teaching of early literacy, word recognition, and fluency across the elementary and middle school grades.
**Prerequisites**: Admitted to Teacher Preparation Program, EDEL 241

**EDEL 463: Teaching Elementary Literacy II** **3 sem. hrs.**
This course reviews and applies the science of reading and theoretical models to teaching English language arts and enhancing literacy development through an integrative approach to reading, writing, speaking, viewing, and listening. This course focuses on language comprehension, vocabulary, reading comprehension, writing, and content area literacy. Students develop and apply understanding of diverse learners, explicit, systematic literacy instruction, and evidence-based practices to the teaching and integration of vocabulary, writing, and listening and reading comprehension of literature and informational texts across the elementary and middle school grades.
**Prerequisites**: Admitted to Teacher Preparation Program, EDEL 241

**EDEL 464: Literacy Assessment & Intervention** **3 sem. hrs.**

This course provides in-depth exploration of literacy assessment and intervention tools and strategies, centered on diagnostic-prescriptive practices within a multi-tiered system of support framework. Students develop knowledge and skills to administer and interpret screening, diagnostic, monitoring, formative, and summative assessments across a range of literacy skills and use assessments to guide instructional planning and decision making. This course deepens understanding of diverse learner profiles, emphasizes identification and understanding struggling readers and writers, such as those with dyslexia, and centers on providing responsive, explicit, structured literacy interventions aligned to students' needs.

**Prerequisites:** Admitted to Teacher Preparation Program, EDEL 241, EDEL 462 or instructor permission

**Corequisite:** EDEL 465

**EDEL 465: Reading Practicum** **1 sem. hrs.**

This course engages students in observation of an experienced teacher and application of knowledge and skills for literacy assessment and intervention. Students complete case study activities with one or more students, including administering, scoring, and interpreting assessments. Students also plan and teach individual or small group lessons, providing responsive teaching and ongoing monitoring of learning. Self-evaluation and reflection support students' understanding and application of evidence-based literacy assessment and intervention practices.

**Corequisite:** EDEL 464

# Engineering

*Dual Degree Program*

An academically rigorous program which allows students to pursue a Bachelor of Science in Mathematics from Briar Cliff University and a Bachelor of Science in Engineering from the University of North Dakota in one of the following content areas: Civil, Electrical, Mechanical or Chemical. Students attend on-campus courses at Briar Cliff while simultaneously taking courses online from the University of North Dakota to earn one of the offered engineering degrees from an ABET-accredited university. Through this partnership, students can complete two degrees in five years by sharing their credits between the two institutions.

Students will start their first year at Briar Cliff University in the pre-engineering program where they will complete required foundational coursework in mathematics, physics, and computer science. Optional courses in biology and chemistry are also available to support students' individual interests or career goals. Beginning in their second year, students will take online engineering courses through UND.

For those pursuing a degree in electrical engineering, the plan is a five-year track entirely based at BCU. Students seeking civil, mechanical, or chemical engineering will follow a five-year track based at BCU but will attend summer sessions hosted by UND. These in-person summer sessions are designed to provide hands-on, lab-based experiences in UND's state-of-the-art facilities and are only a portion of the summer.
Students enrolled in the program can benefit from tutoring, advising, and career services from both institutions, further enhancing their academic journey and preparation for the workforce.

First year students intending to major in engineering should have successfully completed four years of high school mathematics including some trigonometry. Students begin their major programs with MATH 217 Calculus 1 and CSCI 201 Programming 1. Anyone who is uncertain about their preparation for these courses or would like more information about the engineering program is encouraged to consult with a member of the mathematics department.

**Engineering Tracks**

1. **Civil** - Civil engineers shape the world around us—designing and building the infrastructure that connects, supports, and enhances our daily lives. This dynamic field blends strategic planning and innovative design with real-world project management, offering both office-based work and hands-on experience in the field.
2. **Electrical** - Electrical engineers play a vital role in designing and developing the systems and technologies that power our modern world. It's a dynamic and rewarding field that offers diverse areas of specialization, competitive salaries, and outstanding career opportunities. Gain a strong foundation in both traditional and emerging areas of electrical engineering through a curriculum designed to prepare you for real-world success.
3. **Mechanical** - Mechanical engineers are innovators who design, develop, and test the mechanical and thermal systems that power everything from engines to medical devices. This versatile field focuses on solving complex problems across a wide range of industries—not limited to any single product or technology. Mechanical engineers typically: apply their expertise to analyze and solve mechanical challenges, design and improve devices to enhance performance and efficiency, and build and test prototypes for products ranging from everyday tools to advanced machinery.
4. **Chemical** - Develop the skills to convert raw materials into valuable products and optimize processes to be faster, safer, more efficient, and environmentally sustainable. Chemical engineers are problem-

solvers across a wide range of industries—including biotechnology, consumer goods, electronics, energy, food production, polymers, paper manufacturing, and environmental solutions.

**Faculty**

**Dr. David Hoferer,** Professor of Biology and Environmental Science and Chairperson of Natural Sciences
**Ms. Sarah Landis**, Assistant Professor of Mathematics and Chairperson of Mathematics and Computer Science
**Mr. Thomas Mayer**, Assistant Professor of Mathematics
**Dr. Mathbar Raut**, Assistant Professor of Physics and Mathematics
**Dr. Farhad Akhbardeh**, Associate Professor of Computer Science

# English

*Writing Minor, Teaching Endorsement*

**Writing Minor (18 credits)**
WRTG 131, WRTG 259, and WRTG 337 are required for all Writing minors. The remaining credit hours can be comprised of any of the following classes. Any Writing Intensive (WI) course may be considered for inclusion in a minor program of study, with advisor and instructor approval.

ENGL-115 Comics and Culture (3 credits)
ENGL-130 Advertisements as Literature (3 credits)
ENGL-303 Critical Theories of Reading and Writing (3 credits)
LIBS-210 Introduction to Academic Research and Writing (3 credits)
BUAD-210 Business Communications (3 credits)
MCOM 200 Beginning Newswriting (3 credits)
MCOM-312 Advanced Newswriting (3 credits)
SPIN-331 Reporting for E-Media (3 credits)
WRTG-128 Creative Writing (3 credits)
WRTG-337 Linguistics and Grammar (3 credits)

**5-12 Teaching Endorsement (24 credits)**
ENGL-144 Adolescent Literature (3 credits)
ENGL-303 Critical Theories of Reading and Writing (3 credits)
ENGL-325 Survey of British Literature (3 credits)
ENGL-350 Survey of American Literature (3 credits)
ENGL-440 Special Methods in Secondary Teaching (3 credits)
WRTG-128 Creative Writing (3 credits)
WRTG-259 Contemporary Research and Argument (3 credits)
WRTG-337 Linguistics and Grammar (3 credits)

**K-8 Teaching Endorsement (15 credits)**
ENGL-110 Introduction to Literature (3 credits) or ENGL-140 Multicultural Voices (3 credits)
ENGL-350 Survey of American Literature (3 credits)
WRTG-128 Creative Writing (3 credits)
WRTG-259 Contemporary Argument and Research (3 credits)
WRTG-337 Linguistics and Modern Grammar (3 credits)

**Faculty**
**Amelia Skinner Saint,** Assistant Professor of English and Writing
**Anna Stokes,** Assistant Professor of English and Writing
**Dr. Patricia Currans-Sheehan**, Professor of English and Writing *Emerita*
**Dr. Jeanne Emmons**, Professor of English and Writing *Emerita*
**Dr. Adam Frisch**, Professor of English *Emeritus*
**Mr. Phillip Hey**, Professor of English and Writing *Emeritus*
**Dr. James Redmond,** Professor of English and Writing *Emeritus*

**English Courses (ENGL)**

**ENGL 110 Introduction to Literature** **3 sem. hrs.**

Students will read and analyze literary texts that exemplify multiple genres and forms (novels, plays, short stories, poems, etc.) and learn foundational methods and vocabulary for literary study.

**Prerequisite:** CORE 130, ACT English score of 20, or SAT Writing score of 470

**ENGL 115 Comics and Culture** **3 sem. hrs. (AL)**

Comics have come a long way, from being called a "plague" on our nation's youth to winning Nobel prizes, this uniquely American form of literature can reveal contemporary cultural perspectives on major historical events. In this class, we will read a variety of superhero comics from crucial eras in American history to see what new light the heroes and villains within them can shed on World War II, the Cold War, the Civil Rights Movement, the crack epidemic, the 9/11 attacks, and many other crucial points in our nation's history.

**ENGL 128 Introduction to Creative Writing** **3 sem. hrs. (AL)**

Do you write poetry, essays, or short stories in your spare time? This course introduces students to the craft of creative written expression in various literary genres, providing ample guidance and practice in developing their artistic interests. Students will read and write nonfiction, fiction, and poetry and practice sharing their work with peers in the workshop format.

**ENGL 130 Advertisements as Literature** **3 sem. hrs.**

Studying ads like we would study literature can illuminate cultural attitudes and norms. In this class, we will practice skills of literacy and rhetorical analysis as we study, write, and speak about ads in sports culture, the most effective ads of the 20th and 21st Centuries (and the strategies that made them so effective), the ethics of advertising and Franciscan values, and more.

**ENGL 140 Multicultural Voices** **3 sem. hrs.**

The rich history and diversity of the cultures of the United States come alive in representative works from the Native-American, African American, Latino American, and Asian American literary traditions. Students will share their understanding of these texts in writing and discussion and will gain a fuller appreciation of each person's essential and lasting contributions.

**ENGL 144 Adolescent Literature** **3 sem. hr.**

Adolescent literature today is an exciting field, as recent works have confronted long-standing taboos and smashed stereotypes. Students will read and evaluate novels, graphic narratives, poetry, and nonfiction, giving special consideration to how these works engage young readers, and what makes them different from "adult" literature.

**ENGL 295 Special Topics** **3 sem. hrs.**

The department regularly offers English courses on particular topics to allow students to study specific areas or genres more deeply. Past offerings have included Prairie Literature and the Literature of Middle Earth and Oz, and Horror in Film and Literature.

**ENGL 303—Critical Theories of Reading & Writing** **3 sem. hrs.**

It is nearly impossible to read or write from a neutral perspective. We interpret our world through various frames and lenses as readers and writers. Learn to read or write with the eyes of a feminist, structuralist, deconstructionist, Marxist, post-colonialist, new historicist, process theorist, ecologist, or socioculturalist. Critical theories offer a new lens through which we can view and understand the world around us; what you see through these lenses may surprise you.

**ENGL 325—Survey Of British Literature** **3 sem. hrs.**
This course examines the visions and voices that have shaped British thinking and expression, from its Celtic and Anglo-Saxon origins, through its monarchies and the rise and fall of its Empire, and world wars and BREXIT. We'll read the poetry of Wordsworth and Tennyson, the fiction of Shelley and Dickens, the drama of Shakespeare, and legends like King Arthur and the Knights of the Round Table and Beowulf. We'll explore how the myths, legends, religion, politics, and art of Great Britain have helped form and shape the dimensions of the world we live in today.

**ENGL 337 Introduction to Linguistics and Modern Grammar** **3 sem. hrs.**
Introduction to Linguistics and Modern Grammar offers students an "under-the-hood" view of the workings of language, focusing on structure, style, and function. Students will explore the nature of language, the origins and evolution of language, the acquisition of language by children, language and gender, bilingualism, and other topics.
**Prerequisite:** WRTG 131 or equivalent skill

**ENGL 440 Special Methods in Secondary Teaching** **3 sem. hrs.**
This course examines the skills, resources, and practices for teaching English in high school and offers students practical experience in the field. It is required for licensure.
**Prerequisite:** CORE 131, 159, 420; EDUC 210, 250
**Prerequisite:** CORE 131 or equivalent skill and junior status, with Dept. approval

**ENGL 350—Survey Of American Literature** **3 sem. hrs.**
The phrase "American Dream" expresses the idealism upon which the nation was founded. It's a complicated story that explores questions of origins and identity and ideals and expressions. This course examines the American Story and the factors and forces that have shaped the American literary tradition from its beginnings to the present day through the myths and tales, letters, narratives, essays, poems, pamphlets, and fiction of the tribes, colonists, enslaved people, regionalists, local colorists, realists, naturalists, modernists, postmodernists, experimentalists, and metafictionalists who've inspired the American consciousness and imagination.

**WRTG 131 English Composition I** **3 sem. hrs. (BL)**
This introductory course is a multimodal composition experience in which students learn to ethically evaluate and incorporate research as they create, develop, and refine their writing and design skills. Writing 131 is required unless a student has attained an equivalent credit elsewhere or has achieved a satisfactory score on the writing placement test. Writing 131 should be taken in the first semester as part of the first-year learning community.

**WRTG 259 English Composition II** **3 sem. hrs.**
In this class, students will explore current events and discuss their reasoned perspectives on contemporary issues. Students will pursue research topics and use logic, analysis, and persuasion to construct compelling arguments. Writing 259 is required for every student.
**Prerequisite:** WRTG 131 or equivalent skill

# Environmental Science

*Bachelor of Science*

Briar Cliff's Franciscan heritage includes an emphasis on a respect for and stewardship of the natural world. Finding solutions to minimize adverse impacts by humans on wildlife and our environment requires an active learning approach that applies classroom learning to contemporary problems. Responsible environmentalists desiring to solve problems such as pollution, climate change, habitat destruction and the loss of biological diversity must be able to integrate knowledge and concepts across multiple levels of biological complexity as well as across disciplines. By building these skills in students, the Environmental Science curriculum prepares students to understand and solve contemporary environmental problems.

Upon graduation, students majoring in environmental science will be able to explain and/or synthesize the units of structure and function that define all living things, from molecules to ecosystems, as well as how those units of structure and function interact dynamically for information flow, exchange, and storage; pathways of energy and matter within organisms and/or ecosystems; the diversity of life, including its causes, the resulting biodiversity, and the effects of human actions on biodiversity; the methodologies by which environmental data are generated and conclusions made, including communicating results in appropriate contexts; and how ethics are appropriately applied within the environmental sciences and how scientific findings can be ethically applied in society.

**Bachelor of Science Requirements:** Students are required to take ESCI 110, 212, 237 and 09IS, 310, 401, 412 and 495. BIOL 152 and 212 are required. An additional biodiversity course is required (choose from ESCI 200, BIOL 213, 320, or 339). One course in geographic information systems (GIS), CSCI 84IS, is required. One elective course in ESCI is also required, which could be a travel course (ESCI 280). One course in environmental ethics, either ESCI 205 or 250, is required. One internship, travel course, or field station experience is required. CHEM 111, 112 and their corresponding labs are also required. No more than one D or D+ in ESCI or BIOL prefixed courses will count toward the major. A minimum of a 2.0 GPA in the major is required for graduation.

**Minor Requirements:** The six courses comprising a minor in environmental science will vary according to a student's major. If the minor is earned with a biology major, these courses are ESCI 211, 212, 213 and three of the following: ESCI 200, 237, 401 or 412. If the minor is earned with a chemistry major these courses are ESCI 211, 212, 213 and three of the following: ESCI 200, 237, 339, 401, or 412. If the minor is earned with neither a biology nor chemistry major these courses are ESCI 110, 211, 212, 213, 237 and either ESCI 200 or 412.

**Faculty**
**Dr. Brian T. Hazlett**, Professor of Biology and Environmental Science
**Dr. David Hoferer**, Professor of Biology and Environmental Science, Chairperson
**Dr. Joo-Yong (Daniel) Jung,** Professor of Biology
**Dr. Bodhisattwa Mondal,** Assistant Professor of Biology
**Mr. Mark Rossi JD,** Professor of Business Administration

**Environmental Science Courses (ESCI)**

**ESCI 110 Environmental Science** **4 sem. hrs.**
A survey of environmental issues and problems facing today's society. Includes a study of population biology, ecology, natural resources and energy, environmental quality, land use and bioethics. Three lectures, one lab per week. • Fall

**ESCI 199 Sustainability** **3 sem. hrs.**

This course examines the complex interrelationships of social-ecological systems. Sustainability science is an interdisciplinary field of study that inquiries about the scientific basis for human development that provides people with a better life without sacrificing and/or depleting earth's resources or causing environmental impacts that will undercut future generations. The goal is to move these dynamic, evolving human-nature relationships and interdependencies toward what we value. For social systems that means an increasing quality of human life. For interactive social-ecological systems that means that the goal will also be the flourishing of all life - human and nonhuman alike. This course will explore the functioning of social-ecological systems, their degradations, and potentials for improvement. Three lectures per week. • Spring

**ESCI 200 Ornithology** **4 sem. hrs.**

An introduction to biology of birds with emphasis on the uniqueness of this vertebrate group. Topics include field identification, behavior, migration, ecology, and anatomy and physiology. Three lectures, one lab per week.

**Prerequisite:** BIOL 151, BIOL 152, or permission of the instructor • Spring (even years)

**ESCI 205 Environmental Ethics** **3 sem. hrs.**

Environmental ethics is largely a normative discipline that seeks to find answers to questions about how humans ought to care for the world. Accordingly, this course will consider issues such as whether it is proper to care for nonhuman species, how to live as if we are part of an ecosystem, ecofeminist philosophies, Franciscan kinship with creation, the rights of future generations, biocentrism, deep ecology, and ecocentrism. Applied ethical issues such as pollution, climate change, animal rights, and sustainability will also be considered.

• Spring

**ESCI 212 Earth Science II - Earth Processes** **4 sem. hrs.**

A survey of the action of various geomorphological processes (such as wind, water and glaciation) which shape our globe. Ecological hazards inherent to land-uses of the landforms associated with these processes will also be discussed. Three lectures, one lab per week. • Spring (even years)

**ESCI 237 General Ecology** **4 sem. hrs.**

A study of the interrelationships of organisms to their environment and each other at the population, community and ecosystem levels reinforced with a survey of North American biomes. Field observations and lab exercises in natural habitats. Three lectures, one lab per week.

**Prerequisite:** BIOL 151 or BIOL 152 • Fall

**ESCI 250 Environmental Theology** **3 sem. hrs.**

An exploration of scriptural and theological teachings concerning the relationships between God and nature in Jewish and Christian traditions. Major theological doctrines will be considered from an environmental standpoint, including creation, sin, incarnation, redemption, love and grace. The course will explore the ethical implications of the biblical teaching that creation belongs to and glorifies God, and how God’s people are called to care for and relate to the rest of creation. • Fall

**ESCI 280 Extended Field Trip** **3 sem. hrs.**

The Extended Field Trip typically provides an opportunity during a 10–14-day trip to study the major terrestrial and aquatic ecosystems of a North American ecoregion. • TBD

**ESCI 310 Climate Change Biology** **4 sem. hrs.**

The impacts of climate change on biological communities will be examined. Concepts covered may include alterations of the major elemental cycles, species redistributions, alterations of species' ranges and migratory patterns, biodiversity loss, and extinctions. Climate change modeling and the past effects of climate changes will provide predictions for the future effects of climate change on biota. Potential solutions for mitigating the negative effects of climate change on biological communities will be examined.

• Fall (even years)

**ESCI 339 Principles of Microbiology** **4 sem. hrs.**

An in-depth study of microorganisms, including ultra structure, growth characteristics, metabolism, genetics, and immunology. Not open to students having credit for BIOL 239. Three lectures, two labs per week.
**Prerequisite:** eight hours of chemistry or permission of the instructor • Spring

**ESCI 401 Environmental Law and Policy** **3 sem. hrs.**

An overview of environmental law and public policy. • Fall (odd years)

**ESCI 412 Field Botany** **4 sem. hrs.**

An introduction to the classification, nomenclature and identification of vascular plants. Taxonomic and biogeographical relationships of families, genera and species will also be discussed. The laboratory will be devoted to an examination of the spring flora by emphasizing the identification and recognition of ferns, trees, shrubs and herbs. Proper collection and herbarium techniques will be practiced as students prepare specimens for a required plant collection. Three lectures, one lab per week. • Spring (odd years)

**ESCI 175, 275, 375 Independent Study**

**ESCI 495 Conservation Biology** **4 sem. hrs.**

This course considers the patterns and processes of species and ecosystem decline and potential solutions to stop or reverse the declines. The effects of human actions on the fabric of life, including how those actions affect other people, will be analyzed. Alterations to ecological processes will be set within the context of human domination of the biosphere to understand the interconnections between human and natural processes and to propose solutions that foster the flourishing of both human and natural communities. Three lectures, one lab per week.

• Spring (odd years)

# Exercise and Health Sciences

*Bachelor of Science in Kinesiology, Bachelor of Science in Human Performance, Bachelor of Science in Human Performance and Management*

**Exercise and Health Sciences**

The Exercise and Health Sciences (EHS) Department offers three majors for students who are interested in exercise science: a Bachelor of Science in Kinesiology, a Bachelor of Science in Human Performance, and a Bachelor of Science in Human Performance and Management. Students in all degree programs will study the relationship between physical activity and health. Students in the Human Performance and Management degree program will additionally study business and marketing concepts related to the fitness and sports industry. Career exploration takes place through fieldwork as the student contributes service to the community, fostering important relationships that promote the Franciscan tradition of service, caring, and openness. While these degrees have some overlap in degree requirements, there are differences that reflect different career paths.

**B.S. in Kinesiology**

The B.S. in Kinesiology is designed to prepare students for a graduate program in health science. This degree explores the basis of the acute response and chronic adaptation of physiological systems to a wide variety of stressors. While one outlet of this degree is athletic performance, other kinesiology pathways include the role of physical activity in chronic disease and the application of exercise to improve or maintain health.

The immersion of students in basic and applied sciences will ensure that graduates are prepared for a profession in clinical exercise physiology (e.g., cardiac rehabilitation), an advanced degree (e.g., M.S. or Ph.D. in Kinesiology, Motor Learning or Exercise Physiology), or a graduate program in a specific health science discipline (e.g., M.S. in Athletic Training, M.S. in Prosthetics & Orthotics, Doctor of Physical Therapy, Doctor of Occupational Therapy, Doctor of Chiropractic, etc.).

**Requirements:** Students are required to take courses in the following categories: Foundations: EHS 200, 201, 300, 350, 380, 405, 410, 450, 450L; Experiential Learning: EHS 295/395 Practicum (2 sem. hrs.) and EHS 498 Internship (at least 3 sem. hrs.); as well as required Support courses: BIOL 151, 221, 222, 240, 54IS, CHEM 111 and 112, PHYS 121 and PSYC 110. The Capstone course is BIOL 411 Advanced Anatomy Lab.

No more than one (1) grade below C- in BIOL prefixed courses will count towards the degree and no more than one (1) grade below a C- in the following major courses: EHS 300, EHS 405, or EHS 450. A minimum of a 2.0 GPA in the major is required for graduation.

**B.S. in Human Performance**

The B.S. in Human Performance focuses on the relationship between health and fitness. With a foundation in physical activity, nutrition and coaching, students with this degree may choose to work in the wellness industry, personal training, coaching, or strength and conditioning. Graduates will find that this major ideally prepares them to pursue an advanced degree in coaching, strength and conditioning, or health promotion. This degree will prepare students for the ACSM and NSCA certification exams as well.

**Requirements:** Students are required to take courses in the following categories: Fundamentals: EHS 280; Foundations: EHS 200, 201, 260, 300, 350, 360, 380, 405, 410, 450, 450L; 1 sem. hr. of physical activity courses or EHS 145 (Yoga); Experiential Learning: EHS 295/395 Practicum (2 sem. hrs.) and EHS 498 Internship (at

least 3 sem. hrs.); as well as required Support courses: BIOL 221, 222, and 240. BIOL 151 is recommended prior to taking BIOL 221 and 222 but is not required. The Capstone course is EHS 430 Personal Training.

No more than one (1) grade below C- in BIOL prefixed courses will count towards the degree and no more than one (1) grade below a C- in the following major courses: EHS 300, EHS 405, or EHS 450. A minimum of a 2.0 GPA in the major is required for graduation.

**B.S. in Human Performance and Management**

The B.S. in Human Performance and Management degree is an interdisciplinary degree with the Business Department that contains coursework from both programs. The goal of this major is to educate students about both the sports performance and the management aspects of the health and wellness, sports performance or fitness industries. This degree will optimally position students to own their own business, manage or administer a sports/fitness facility, or pursue graduate studies in human performance or business. The Human Performance coursework within this major is intentionally left flexible to give students a broad base of knowledge while allowing them to tailor the curriculum to the direction they plan to pursue within the sports and fitness industry.

Graduates with a B.S. in Human Performance and Management will be prepared to: manage a fitness or athletic facility; manage a health clinic; own their own business; program classes at a fitness or wellness center; supervise coaching or fitness staff; market a fitness or sports business; understand and comply with the legal and liability considerations of a fitness or athletic business; enter a MBA, MHA or other graduate program; sit for the ACSM or CSCS certification exams which have a heavy emphasis on business management content.

**Requirements:** Students are required to take the following business courses: SPMA 201, 301, 430; ECON 210; MATH 200; MRKT 308; BUAD 223, 325, 352. Students are required to take the following courses for Human Performance: BIOL 221, 222, 240, EHS 295/Practicum, 300, 380, 405. Students will take an internship for at least 3 credits through either the Business or EHS department. The capstone course is SPMA 429 Strategic Sports Management.

In addition, students will work closely with their advisor to tailor their curriculum with elective courses from other departments or from the following Human Performance tracks, which can be interchanged as desired by the student:
TRACK I: COACHING EHS 260, EHS 360, EHS 280
TRACK II: PERSONAL TRAINING EHS 430, EHS 450
TRACK III: BIOMECHANICS & MOTOR CONTROL EHS 350, EHS 410

**Teaching Endorsement: K-12 Physical Education Major**
**Requirements**: See K-12 Education.

**Faculty**
**Tony Van Acker**, Assistant Professor of Kinesiology
**Soren Grieve,** Assistant Professor of Physical Therapy, Department Chair
**Dr. Courtney Kuenn,** Assistant Professor of Exercise and Health Sciences
**Ms. Lila Frommelt,** Professor of Physical Education *Emerita* *
**Dr. Jay Gunnels**, Professor of Health, Physical Education, and Recreation *Emerita*
**Ms. Marian Pesky**, Professor of Health, Physical Education, and Recreation *Emerita*

**The previous department prefix was KHP until Spring/Fall 2025, when it transitioned to EHS.**

**EHS 101 Introduction to Basketball** **1 sem. hr.**
**EHS 104 Introduction to Disc Golf** **1 sem. hr.**
**EHS 109 Introduction to Pickleball** **1 sem. hr.**
• Variable

**Exercise and Health Science Courses (EHS)**

**EHS 119 Introduction and History of Physical Education** **2 sem. hrs.**
This is a course in the historical foundations of health and physical education as well as fundamental principles, preparation, qualifications, opportunities, and functions of the health and physical education teacher and fitness leader. • Spring

**EHS 142 First Aid and CPR** **2 sem. hrs.**
Current basics of first aid will be taught under the American Red Cross protocols and more. Current American Red Cross protocols with successful completion leading to the BLS certification. • Spring

**EHS 143 Health & Wellness** **3 sem. hrs. (SBL)**
An introductory course concerned with the many factors which influence a person's health and wellness. Special consideration is given to the subject areas of substance abuse, disease and holistic health while adopting preventative, healthy habits. • Fall/Spring

**EHS 145 Foundations of Yoga & Meditation** **2 sem. hrs.**
An introduction to the theory and practice of yoga and meditation. • Spring

**EHS 200 Foundations of Kinesiology** **2 sem. hrs.**
Introductory course that explores the field of Kinesiology/Exercise Science, careers in this field, and establishes the foundation for academic experiences that occur in the degree. • Fall

**EHS 201 Introduction to Research** **2 sem. hrs.**
This interactive course is an introduction to research methods, and will equip students to read, interpret, discuss, write, and present research in the field of kinesiology and human performance.
Prerequisites: EHS 200 • Spring

**EHS 214 Physical Education Methods** **3 sem. hrs.**
This course introduces students to physical education curriculum, strategies, and activities for grades K-12 and health education grades 5-12. The course will include fitness concepts, movement education, perceptual-motor concepts, assessment, acquisition of skills, learning environment, student motivation, adaptive physical education, and major health topics. • Fall
**Prerequisites:** EDUC 100/101, EDUC 250, or permission of instructor

**EHS 260 Principles of Coaching I** **2 sem. hrs.**
Examination of the roles and responsibilities of coaching at different levels. Topics in organization and application of coaching techniques will be explored. • Fall

**EHS 276 Stress Management** **3 sem. hrs.**
Etiology of stress will be covered as well as learning techniques to manage stress. • Fall

**EHS 280 Prevention & Care of Athletic Injuries** **3 sem. hrs.**
Prevention, evaluation, protection and first aid care of injuries occurring in athletics. Evaluation of protective devices, diets and conditioning. Lab work includes taping and rehabilitation of the injured.
Prerequisites: BIOL 221/L • Spring

**EHS 295 Practicum I** **2 sem. hrs.**
Provides an opportunity for students to serve the university and community through on-site practical skills
Requirements: Sophomore or higher standing • Fall/Spring/Summer

**EHS 300 Exercise Physiology with Lab** **4 sem. hrs.**
Fundamental concepts and application of organ system responses to exercise including acute responses and adaptations to skeletal muscle, metabolism & energy expenditure, cardiorespiratory regulation, hormonal, and environmental adaptations.
Prerequisites: BIOL 221/L; Recommend BIOL 222/L • Spring

**EHS 350 Motor Learning and Control** **3 sem. hrs.**
This course will expose students to the theoretical perspectives and current principles associated with the control and learning of movement skills. Specifically, the neural and mechanical mechanisms underlying motor behavior and the variables influencing motor learning will be addressed. Throughout the course, application of theoretical concepts to instructional and clinical settings will be emphasized. • Fall

**EHS 360 Principles of Coaching II** **2 sem. hrs.**
Examination of the roles, responsibilities, and ethical requirements of coaching at the youth, middle school and high school levels. Topics include human growth and development, body systems, motor development, training for energy fitness, muscular fitness, nutrition, and risk management. • Spring

**EHS 380 Sports Nutrition** **3 sem. hrs.**
An in-depth examination of nutrition as it pertains to physical activity, exercise training and performance of athletic activities. Advanced topics in nutrient requirements for a variety of physical activities including endurance, strength, speed and weight management will be covered.
Prerequisites: BIOL 240 • Spring

**EHS 403 Research Experience** **1 sem. hr.**
An advanced opportunity for students to participate in the design, data collection and communication of research within exercise science. Requirement: Permission; Jr or Sr only • TBD

**EHS 405 Exercise Testing & Exercise Prescription with Lab** **4 sem. hrs.**
This course is designed to provide the student with the knowledge and skills to assess different areas of physical fitness and prescribe individual exercise programs based on these objective measures. Prerequisite: EHS 300/L • Fall

**EHS 410 Kinesiology and Biomechanics with Lab** **4 sem. hrs.**
This course will cover the application of basic mechanics to human movement. It will provide students with a basic understanding of how forces act on body segments and how movements are produced. The course applies the principles of Newtonian mechanics, kinetics, and kinematics to analyze human movement in a quantitative manner.
Prerequisite: BIOL 221/L, completion of Quantitative Literacy requirement • Spring

**EHS 430 Personal Training** **3 sem. hrs.**

This course provides learning experiences in the wellness and fitness industry. Emphasis is on understanding the process, considerations & philosophies involved in the design & implementation of exercise and performance training programs, including necessary business and legal components. Students are allowed significant autonomy & responsibility to achieve the goals of the class.

Prerequisites: BIOL 221/L, BIOL 222/L, EHS 300/L, EHS 405/L, EHS 450/L or instructor consent • Spring

**EHS 450 Theories of Strength & Conditioning** **3 sem. hrs.**

This course is designed to provide students with theoretical and practical knowledge of the physiological, biomechanical, and administrative aspects of designing and supervising strength and conditioning programs for various populations. This course is good preparation for the National Strength & Conditioning Association (NSCA) Certified Strength & Conditioning Specialist (CSCS) exam.

Prerequisite: EHS 300/L • Fall

**EHS 450L Theories of Strength and Conditioning Lab** **1 sem. hr.**

This is the lab class that accompanies EHS 450, applying the principles taught in the course. This course is designed to provide students with practical experience designing and supervising strength and conditioning programs for various populations.

Prerequisite: EHS 300/L, concurrent enrollment in EHS 450 • Fall

**EHS 498 Internship** **3,6, or 8 sem. hrs.**

This course provides students with hands-on experience working in the career setting they have chosen under a professional mentor who instructs and supervises the student throughout the experience. Students will work with the BCU course instructor to identify an appropriate internship site, then will be responsible for contacting the site to set up the internship schedule and working with their site supervisor to develop the job expectations. The internship is expected to launch the student into their post-graduation plans, whether that is a career or graduate program.

Prerequisites: BIOL 221/L, BIOL 222/L, EHS 300/L • Fall/Spring/Summer

# Finance

*Bachelor of Arts*

The mission of the Briar Cliff University Business Department is to deliver a quality education and develop individuals who can provide leadership in a changing global environment, within an ethical and socially responsible framework. This is accomplished through a broad education using business theory and practice and based upon a liberal arts foundation.

The department's goals are based on a concept that emphasizes not only technical competence but also the ethics of professional service, thus seeking to foster sensitivity and responsiveness to social responsibilities as well as the ability to identify and pursue personal opportunities. The faculty endeavor to achieve these goals through a variety of teaching techniques including lectures, cases, role-playing, seminars, directed study, internships and computer team simulations. The department arranges and supervises internships (i.e. actual job situations) for qualified juniors and seniors.

The Bachelor of Arts degree in Finance prepares graduates to plan, manage, and analyze the financial aspects and performance of business enterprises, banking institutions, and financial planning. It includes instruction in principles of accounting, financial instruments, capital planning, funds acquisition, asset and debt management, budgeting, financial analysis, and investments and portfolio management. The Finance major is particularly well suited for careers in corporate finance, international finance, new venture financing, investment research and portfolio management, banking, financial consulting, or business financial planning. In addition, a major in Finance is an excellent option for students interested in pursuing an MBA, a CPA certification, or a law degree.

Upon graduation, students majoring in finance will be able to demonstrate competencies in the core areas of research, problem solving, statistical analysis, computer skills, mathematics, oral communication and writing, apply ethical reasoning to decision making and demonstrate personal and team leadership skills, exhibit knowledge of the legal, regulatory, ethical and technological issues inherent in the global environment of business today, demonstrate skills necessary to progress in a career and/or pursue advanced studies, apply fundamental knowledge of economics, finance, information systems, business research, accounting, law, management, marketing and international business to decision making.
Examples of fields in which graduates can find finance-related occupations include: commercial, mortgage, and investment banking; corporate finance; investments; portfolio management; financial analysis; securities analysis; loan analysis; risk management and insurance; stock brokerage; government banking and securities regulation; government finance; teaching and research.

**Bachelor of Arts Requirements:** 39 hours from the business administration core offerings (BUAD) including: BUAD 210, 220, 223, 225, 226, 301, 325, 350, 352, 365, 385, 429 and 476. Twenty-four hours of finance offerings including: BUAD 205, 330, 331, 383, 412, 413, 415, and 439. Majors are also required to take ACCT 203, 204, ECON 210, 211, and one of the following: MATH 200, 217, or 324. Contact the department for further information regarding this option. The business faculty will certify the general education service component and competencies in computer usage, moral/ethical reasoning, oral communication research and writing in this major. For graduation, a student must have a C- or better in all major core and supporting courses.

**Faculty**

**Mr. Paul Santos,** Associate Professor of Accounting and Chairperson

**Mr. Joseph Ciquera**, Assistant Professor of Business Administration
**Mr. Scott Griffith,** Assistant Professor of Business Administration
**Dr. Jeffrey White,** Assistant Professor of Sport Management
**Mr. Mark Rossi, JD,** Professor of Business Administration
**Dr. Judy Thompson,** Professor of Business Administration *Emerita*

**Finance Courses (BUAD)**

**BUAD 205 Advanced Personal Finance** **3 sem. hrs.**

This course provides an advanced examination of personal finance management with the intent to provide students with the knowledge and skills to manage their personal finances effectively, in order to ultimately attain financial security. Areas of study will include financial planning, budgets, basic finance and financial statements, credit management, savings risk management methods, and develop a risk management plan, including health care, motor vehicle, disability and life insurance, identify a variety of investment opportunities, assess benefits of long-term over short-term investments, and evaluate different types of investments such as stocks and bonds. • Spring

**BUAD 330 Principles of Corporate Finance (QR)** **3 sem. hrs.**

Enables the student to gain a basic understanding of the financial management function of a business enterprise. Considers the relationship among business disciplines: tax accounting, finance, and economics. Topics covered: math of finance, technique of financial analysis, impact of tax on financial decision, working capital management, sources and forms of intermediate and long-term financing, cost of capital structure, and the integrated financial policy.
**Prerequisites:** ACCT 203, 204, ECON 210, ECON 211, and a statistics course. • Fall

**BUAD 331 Entrepreneurial Finance** **3 sem. hrs.**

The course covers the financial aspects of small business entrepreneurship for owners of sole proprietorships, partnerships, and small nonpublic corporations. We focus on: (1) updated financial statement coverage; (2) forecasting definitions and formulas; (3) equipment replacement by using the low-cost model; (4) application of operation techniques to examples of small businesses including capital budgeting and working capital management; (5) use of financial statements for horizontal, vertical and ratio analysis; and (6) basic math formulas for readers with limited mathematical backgrounds. Practical applications will include the time value of money and a computerized spreadsheet primer using Microsoft Excel. We cover the following topics: economic concepts of finance, management functions, business organizations and ownership, elements of a business plan, problems with financial statements, vertical analysis, horizontal analysis, ratio analysis, profitability, bankruptcy, break-even analysis, forecasting, pro forma financial statements, current working capital management, effective rate of return, time value of money, techniques of capital budgeting, risk management, investment strategies, pension planning, and estate planning.
**Prerequisites:** ACCT 203, 204, ECON 210, ECON 211, a statistics course. • Spring

**BUAD 383 Money and Banking** **3 sem. hrs.**

A study of operations, mechanics, and structure of the financial system in the United States, emphasizing its institutions, markets and instruments. Special attention is given to the Federal Reserve System, monetary policy's effect on the economy and on financial institutions.
**Prerequisite:** ACCT 203, 204, ECON 210, 211 and a statistics course. • Fall

**BUAD 412 International Financial Management** **3 sem. hrs**.
This course is an overview of the global financial environment in which the multinational enterprise (MNE) operates. Foreign exchange theory and markets, foreign exchange exposure, financing of the MNE, foreign investment decision, trade finance, and international capital budgeting are addressed.
**Prerequisites:** ACCT 204, ECON 210, ECON 211, a statistics course. • Fall

**BUAD 413 Business Economics for Decision-Making**
Introduces students to the economic concepts relevant to managerial decisions and to the global economic environment in which firms operate. Key topics include demand and supply, elasticity, marginal analysis, market structures, economic growth and productivity, income determination, fiscal and monetary policy, and international trade and monetary systems. Students will acquire skill in applying economic concepts to complex business situations, learn to analyze economic policy issues and how these issues influence firm decision-making, and enhance their ability to analyze and communicate complex economic data.
**Prerequisites:** ECON 210, ECON 211 • Fall

**BUAD 415 Investment Analysis and Portfolio Management** **3 sem. hrs.**
This course provides a logical development of practical investment principles and security analysis. The areas covered will include operations of security markets, sources of investment information, security evaluation and portfolio management.
**Prerequisites:** ACCT 203, 204, ECON 210, ECON 211, and a statistics course. • Fall

**BUAD 439 MNC Strategy Simulation** **3 sem. hrs.**
Global Challenge is an educational business game simulation that improves learners' understanding of the global business operations of a firm in a dynamic, competitive environment. Technology-based product road maps and global market and production strategies. A range of concepts from various management-related disciplines: economic, political, financial, human resources, accounting, procurement, production, logistics, research and innovation, and marketing. Success is measured and compared by both operational and financial key indicators. The ultimate indicator in the simulation is the return to the shareholders, which consolidates all the key success factors into one measurable criterion that can be used to compare the performance of each team. • Spring

# Gerontology

*Minor*

Developed by the nursing, psychology and social work departments, the interdisciplinary gerontology minor prepares students in any discipline to work with other people in a rapidly changing population.

Students from all disciplines benefit from studies of the aging population. An interdisciplinary minor provides the vehicle for organized gerontological studies for any student in any of the academic programs. Courses required for the 18-credit hour interdisciplinary minor include the following:

**Minor Requirements:** One course from the following BIOL listing: BIOL 102, BIOL 221, or BIOL 240; NURS 356; PSYC 110 and PSYC 355; SOCY 124 or 125; SWRK 465; and a gerontology internship. Elective courses include: SWRK 400.

**Faculty**
**Ms. Melanie Berte-Hickey**, Associate Professor of Social Work and Coordinator
**Dr. Mike Harman**, BCBA-D, LBA. Adjunct Instructor
**Dawn Hobbs**, Assistant Professor of Nursing, Baccalaureate Program Director

**Gerontology Courses**

**BIOL 102 Human Biology** **3 sem. hrs.**
An introduction to human structure and function. Topics include the scientific method, cell structure and function, and human inheritance, as well as other selected systems. Three lectures. • Fall/Spring

**BIOL 221 Human Anatomy** **4 sem. hrs.**
A study of the structure of the human body at the four structural levels (cells, tissues, organs and systems) and the relationship of its parts. Three lectures, one lab per week. • Fall

**BIOL 240 Nutrition** **3 sem. hrs.**
A survey of the principles of nutrition and their application to normal conditions of growth and development. Includes food groups, nutrient requirements, energy metabolism, composition and safety of foods, nutritional needs for the different life stages, and application of nutrition to health care and sports. Three lectures.
**Recommended:** four hours of biology, four hours of chemistry, or permission of the instructor.
**Prerequisite:** Sophomore Status • Fall

**NURS 356 Biological and Health Aspects of Aging** **3 sem. hrs.**
This course will survey healthy behaviors in aging people, review biological aspects of aging, identify economics of long-term care, and provide pharmacological information for an aging population.
• Spring

**PSYC 110 Introduction to Psychology** **3 sem. hrs.**
This course is an introduction to fundamental psychological concepts which are derived from applying the scientific method to the study of behavior. Examples of selected topics include: personality development, abnormal behavior and therapy, physiology, motivation and emotions, human development, learning and memory, and social behavior. This course emphasizes theories and theorists as well as relevant applications to everyday living. An introduction to APA style of writing is included. • Fall/Spring

**PSYC 355 Adulthood and Aging** **3 sem. hrs.**

This course provides a foundation for understanding psychological development of older people with focus on geriatric assessment and psychological disorders in the aging population.

**Prerequisite:** PSYC 110 • Fall (odd years)

**SOCY 124 Introduction to Sociology** **3 sem. hrs.**

Introduction to the field of sociology and its theories, concepts and research methods. Main topics are culture, the family, socialization, deviance, social stratification, race relations, gender, and economic and political globalization. • Spring

**SOCY 125 Social Problems** **3 sem. hrs. (SBL)**

Introduction to the basic theoretical paradigms of sociology and their application to common social problems in industrialized societies.

- Fall

**SWRK 465 Gerontology** **3 sem. hrs.**

Focuses on the multiple social aspects of aging: gender, sexuality, isolation and loneliness, roles, employment and retirement, dying, death and bereavement, living environments, political aspects, legal aspects, community resources and supports, critical issues in aging, social service delivery systems, social inequalities, cultural aspects and ethical considerations. • Fall (even years)

**SWRK 300 Bereavement** **3 sem. hrs.**

This course uses an interdisciplinary approach to provide students the opportunity to develop a personal and professional framework of grief and bereavement practices as it relates to their own values, professional context, and areas of bereavement practices. This course also explores grief and bereavement issues as it relates to developmental life stages of individuals as well as incorporating interventions to allow a person to grieve in a healthy manner.

**INTERNSHIP** **1 sem. hr.**

A 50-hour gerontology internship is required for the gerontology minor and may be part of other departmental internship requirements. Internships are supervised by faculty in the student's major department.

# Global Perspectives and Diversity Studies

*Minor*

Description of the Global Perspectives and Diversity Studies Minor: The Global Perspectives and Diversity Studies Minor offers an interdisciplinary exploration of the multifaceted dimensions of diversity, equity, and inclusion. Rooted in critical thinking, cultural competence, and ethical awareness, this minor is designed to empower students with the knowledge, skills, and perspectives needed to navigate and contribute to an increasingly diverse global society.

Global Perspectives and Diversity Studies Learning Outcomes

- Students will demonstrate a comprehensive understanding of the concepts related to diversity, equity, and inclusion.
- Students will analyze and compare diverse cultural, social, and historical perspectives.
- Students will demonstrate respectful and inclusive dialogue, demonstrating the ability to navigate difficult conversations surrounding diversity.
- Students will examine cultural competence by considering their own biases and assumptions, fostering an awareness of diverse worldviews.
- Students will apply cultural competence in real-world contexts, recognizing and addressing the impact of cultural differences in interpersonal and professional settings.

**Faculty**
**Dr. Wendy Brame,** Associate Professor of Criminal Justice
**Ms. Margarite Reinert,** Assistant Professor of Social Work
**Dr. Amy Boland,** Associate Professor of History
**Sr. Sara Kohles,** Assistant Professor of Theology
**Dr. Wilfrido Suárez,** Associate Professor of Spanish

**Minor Requirements:**
**Required Courses:** (6 credit Hours)
SOCY 240 – Racial, Gender, and Ethnic Inequality
LIBA 410/420 – Global Studies

**Elective Courses:** (4 courses – 12 Credit Hours)
THEO 202 – World Religions
THEO 225 – Scripture in Times of Disruption
HIST 110 – World Civilizations: Ancient Empires
HIST 264 – Middle East and Islam
SPAN 102B – War on Drugs in the Americas Language and Cultures
SPAN 205B – Latinos in American Life and Culture

**SOCY 240: Racial, Ethnic, & Gender Inequality** **3 sem. hrs.**
Course Description: Analysis of the interaction of minorities with dominant populations; explanations of how minorities are created and maintained; characteristics of racial, ethnic and gender relations in the United States and other societies.

**LIBA 410 Global Society** **3 sem. hrs.**
Course Description: An interdisciplinary study of contemporary global realities focusing on the increasingly interdependent economic, ecological, political, social, technological, religious, cultural and peace relationships that are developing within the human community.

**THEO 202: World Religions** **3 sem. hrs.**
Course Description: A comprehensive survey encompassing the major ancient and enduring religious traditions that emerged out of the Eastern–Western spectrum of civilizations anchored by Asia and Europe. These religions will be examined via their historical, scriptural, doctrinal, ritual, ethical, and sociocultural dimensions. Cursory attention will also be devoted to the Northern–Southern axis of religions originating in Africa and the Americas.

**THEO 225: Scripture in Times of Disruption** **3 sem. hrs.**
Course Description: Much of the Old Testament was written about times of upheaval. Furthermore, the Biblical text itself was written (or rewritten and edited) during times of disruption. Given the world's current collective experience of disruption, readers of the Bible are offered the opportunity to understand the sacred text in new ways. This course will introduce multiple methods of engaging Old Testament narratives.

**HIST 110: World Civilizations: Faith and Power in Ancient Empires** **3 sem. hrs.**
Course Description: This survey will study the various patterns of world civilizations, beginning with ancient societies. The course will focus mainly on their social and cultural influences, trans-cultural interactions, and the impact of these societies on the present.

**HIST 264: The Middle East and Islam: History, Geography, and Faith** **3 sem. hrs.**
Course Description: This course explores the history of the Middle East as a region, defined culturally by the spread of Islam, and geographically to include West Asia, South Asia, the Mediterranean, and North Africa. Part One will begin in pre-Islamic Arabia, chart the life of Muhammad and the early growth of Islam, and detail the development of the unified Umayyad Caliphate and the achievements of the Islamic Golden Age under the Abbasid Caliphate. Part Two will cover the divided powers and diverse peoples of Medieval and Early Modern Islam – the Turks, the Berbers, and the Mongols – and their conflicts with Europe during the Age of the Crusades. Part Three will examine the Modern Middle East and explain the roots of the modern religious, economic, and political conflicts in the region. Throughout the course we will explore aspects of Islamic faith and culture, and the social, linguistic, and ethnic diversity of the Muslim world.

**SPAN 102B: War on Drugs in the Americas Language and Cultures** **3 sem. hrs.**
Course Description: An exploration of the socio-political challenges, blending language development with an in-depth look at the War on Drugs in Latin America and the USA. Emphasis on understanding the origins of the international narcotics trade, the impact of specific drugs, dynamics of control and supply, the consequences of drug trafficking, including militarization, violence, and immigration.

**SPAN 205B: Latinos in American Life and Culture** **3 sem. hrs.**
Course Description: A journey through the multifaceted aspects of Latino cultures in American life, with a focus on Spanish grammar, culture, and literature, offering a comprehensive exploration of the voices, communities, and historical roots that shape Latino experiences in the USA.

**Students may petition to substitute and 3 credit internship placement within their major in place of a 3-credit elective course. Petitions must be submitted and approved before beginning the internship. At the conclusion of the internship, students are required to complete a 5-page reflection paper**

**discussing their experiences and how they align with the Global Perspectives and Diversity Studies Minor learning outcomes.**

**Total of 18 credit Hours**

# Graphic Design

*Bachelor of Arts, Minor*

In the Franciscan tradition of service, caring and openness to all, the mission of The Department of Media Communications is to prepare competent, well-trained and liberally educated men and women in the converging field of media. Students will gain knowledge through theory, practical, and applied learning which will provide the valuable education and experience needed for a career in this challenging field.

The Department of Media Communications offers programs in which students seriously interested in the wide and varied careers in communication can become personally involved by working with and learning from people both inside and outside the profession. The faculty in the department are aware of the skills, which those in the businesses of radio, television, print, public relations, photography, advertising, graphic design, and new media demand of incoming professionals in a converging industry.

The Briar Cliff University major in graphic design integrates the traditional mass communication education with design and production skills for the field of graphic design. The program includes typography, drawing, history, design theory, and design production. This interdisciplinary program will produce educated and well-trained men and women in a liberal arts tradition. Students will gain a solid understanding of the capabilities of new technology and learn to create and design information for the complex global community in which we live.

All graphic design majors must complete a minimum of three credit hours of internship/work experience at an approved graphic design site. It is strongly recommended that a student majoring in graphic design obtain at least a minor in one of the following disciplines: art, business administration, marketing, mass communications, psychology, or writing.

Upon graduation, students majoring in graphic design will be able to interpret the role of the media and how it has affected society from a historical perspective, demonstrate an understanding of the profession within the context of convergence, have knowledge of theories and concepts prevalent in the field, understand the broad history of the visual arts and visual communications, define graphic design, become familiar with design precedents, be familiar with important legal issues that face the field of mass communication, develop personal values based upon ethical standards, recognize ethical dilemmas that face mass media professionals, recognize the power of the media and its effects on society, demonstrate proficiency in the various writing styles appropriate for the communication professions, demonstrate the ability to write and edit articles for publication, critically evaluate written and oral presentations for style and content, interpret, create, and disseminate visual information, be able to draw still life and the figure, be able to design two and or three dimensional compositions, obtain and demonstrate the skills necessary to use technologies appropriate to the field, plan, create, and complete projects using electronic media, apply the knowledge and skills appropriate in the communication field, demonstrate skills needed for an entry-level position in the profession, understand, analyze and evaluate research, and demonstrate an understanding of research methods.

**Bachelor's Degree in Graphic Design:**
ART 110 Drawing (3)
ART 111 Design (3)
MCOM 200 Beginning Newswriting (3)
MCOM 216 Basic Photography (3)

GDES 224 Typography (3)
GDES 225 Graphic Communications (3)
MCOM 312 Advanced Newswriting (3)
GDES 325 Website Production (3)
MCOM 330 Video Production (3)
GDES 340 Information Graphics (3)
GDES 345 Motion Graphics (3)
GDES 350 Advertising Design (3)
GDES 400 Senior Exhibition (1)
MCOM 445 Capstone Project (3)
GDES 445 Graphic Design Production (3)
GDES 490 Internship (3)

**Electives:**
MCOM 101 Introduction to Mass Media (3)
GDES 203 History of Graphic Design (3)
MCOM 220 Visual Communications (3)

**Minor Requirements:** Eighteen hours approved by the department chairperson of which six hours must be at the 300-level courses.

**Faculty**
**Mr. Rich Yates**, Associate Professor of Graphic Design and Chairperson of Media Communications
**Mr. Ford Clark**, Assistant Professor of Sports Information
**Ms. Kristen Perez,** Assistant Professor of Mass Communications
**Mr. Michael Crowley,** Associate Professor of Digital Media, *Emerita**

**Graphic Design Courses (GDES)**

**ART 110 Drawing** **3 sem. hrs.**
Learning to see form through drawing: an exploration of natural and synthetic form. • Fall

**Art 111 Design** **3 sem. hrs.**
Design is an introductory course in the principles of color and composition, requiring no previous drawing or artistic ability: open to all students. Projects will include 2- and 3-dimensional organization. Studio activity will concentrate on collage as a method to produce assignments. The design projects will progress from basic exercises to complete compositions. This course prepares the foundation for students interested in painting, sculpture, architecture, and graphic design. • Spring

**MCOM 101 Introduction to Mass Media** **3 sem. hrs. (HL)**
Overview of mass media and their respective social, psychological, international, political, legal and cultural impacts, including: communications law, cable television and satellite broadcasting. Prerequisite for all other course work in this major or minor. • Fall/Spring

**MCOM 200 Beginning Newswriting** **3 sem. hrs.**
Instruction in basic skills for writing in print journalism. Includes news values, writing leads, rewrites and follow-ups, and writing simple, complex and special story types. Students may be expected to submit publishable stories to the campus newspaper or other campus publications. All first-year students are strongly advised to take WRTG 159 before beginning the print sequence. • Fall

**GDES 203 The History of Graphic Design** **3 sem. hrs.**
This course covers the history of visual communication (beginning with the Victorian period) with an emphasis on developments in graphic design and typography during the 20th century. You will learn how graphic design developed from various technical innovations to form a part of art history, cultural history and world history. You will gain an understanding of how design, specifically graphic design, has been defined as an art form and as a profession. You will study many prominent designers and learn to identify some of their most important works. • Fall

**MCOM 216 Basic Photography** **3 sem. hrs.**
Introduction to digital photography. Material covered includes operation of a professional digital camera including aperture, shutter and depth of field in manual control. Camera handling and care lighting, composition, visual communication and photographic history. Extensive post-production using Photoshop software application is required. Lab fee includes camera rental fee. • Fall/Spring

**MCOM 220 Visual Communications** **3 sem. hrs.**
Study of the graphic revolution and "image" as a powerful instrument of communication in society. Investigation of the pseudo-event, propaganda, public opinion and man's insatiable appetite for information. All forms of visual media (print, TV, advertising, digital, cinema, computer and the Internet) will be analyzed for obvious and hidden messages and their effects. • Fall

**GDES 224 Typography** **3 sem. hrs.**
The history, terminology and design components of typography will be explored through lecture and studio exercises. • Spring (odd years)

**GDES 225 Graphic Communications** **3 sem. hrs.**
An introduction to the process of graphic arts production with emphasis on communicating meaning through the combination of text and image through various methods and techniques translating ideas and information to print material. The primary focus will be on production, layout and typography as they apply to print media, advertising and public relations. Newspaper, magazine and newsletter formats are discussed.
• Fall

**MCOM 300 Media Law and Ethics** **3 sem. hrs.**
This course will introduce you to basic communication law and ethics. We will be studying laws that have been interpreted by the Supreme Court of the United States, as well as some appellate courts, and their interpretations are the final word.
• Fall

**MCOM 312 Advanced Newswriting and Copyediting** **3 sem. hrs.**
Advance newswriting and copyediting for print media, covering local government, beats reporters, multipart in-depth stories, ethics and the law. Course includes intensive copyediting, headline writing, use of computer-assisted reporting techniques and news preparation.
**Prerequisite:** DCOM 201 • Spring

**GDES 325 Website Production** **3 sem. hrs.**
The technological, aesthetic, and ethical phases of web development will be examined. Students will use various software and hardware tools to create projects with emphasis on using CSS, HTML, and content management systems to create more complex sites for diverse digital environments. This course will expose students to a variety of print and electronic publications (web, brochure, newsletter, newspaper, and magazine

are just a few). Students will strengthen their computer skills for a changing technological society. This course includes lecture and extensive lab production work. • Spring (even years)

**MCOM 330 Video Production** **3 sem. hrs.**
Instruction and workshop in television production. Instruction in studio direction, production, audio, switcher and camera work. A minimum "C" grade must be achieved for MCOM majors.
**Prerequisite:** Sophomore level status • Fall

**GDES 340 Data Visualization & Information Graphics** **3 sem. hrs.**
Explores the use of graphics to inform readers and or viewers of visual information. Students will gain experience in researching design and creation of explanatory charts, maps, diagrams and other forms of information graphics. Computer technology is an essential tool in this process. • Fall

**GDES 345 Motion Graphics** **3 sem. hrs.**
This course is an introduction to Motion Graphics and will cover motion graphics principles, design and composition, timing, process, and audio/visual synchronization. Current industry standard computer applications, specifically Adobe After Effects, will be introduced and applied. • Spring (odd years)

**GDES 350 Advertising Design** **3 sem. hrs.**
Investigation, creation, and application of advertising design and the development of advertising campaigns. Course will focus on creative problem solving, audience, product, and client positioning, marketing, and creative strategies as applied to advertising, as well as the advertising design process. Course will also include creative team interaction, individual brainstorming techniques, and detailed research.
**Prerequisite:** GCOM 225 • Spring (even years)

**GDES 400 Senior Exhibition** **1 sem. hr.**
Students will plan and prepare for a comprehensive exhibit that demonstrates the student's success in the program. Students will participate in the installation, promotion and all facets of a gallery exhibit.
**Prerequisite:** Senior Level Status • Spring

**MCOM 445 Capstone** **3 sem. hrs.**
Students will select a not-for profit agency and redo branding for the agency. This includes website, video, marketing, public relations and social media materials. Students will present work for client approval and then present it to the public
**Prerequisite:** Senior Level Status • Spring

**GDES 445 Production** **3 sem. hrs.**
This is an independent project in which students have the opportunity to focus on topics in graphic design of mutual interest to students and faculty. Intensive exploration at the visual organization in graphic design with a focus on conceptual development and print production while placing emphasis on producing sophisticated and professional design work.
**Prerequisite:** GCOM 325, GCOM 340 Senior standing • Fall

**GDES 490 Internship** **3 sem. hrs.**
On-site work experience in graphic design. Minimum of 300 working hours.
**Prerequisite:** With departmental approval • Fall/Spring

# History

*Bachelor of Arts, Law Track, Minor, Teaching Endorsement*

We believe that the History major is essential to Briar Cliff University's stated mission of "quality education, combining broad intellectual background with career development." History represents the cornerstone of liberal arts curriculum in that it shares characteristics with the physical sciences, social sciences and the arts. Interpretations of history reflect the issues of the present as well as the past. Therefore, the study of history works in complementary fashion with the minor in our department, political science.

Due to its emphasis on critical thinking, writing, and speaking skills, History is a popular major for students pursuing a career in law. For those who also seek targeted coursework in legal studies, the department offers a History-Law track designed specifically for those who intend to apply for law school.

The department believes that students must become more broadly educated in order to be prepared to live in an increasingly complex society. By gaining awareness of historical traditions as well as the critical thinking skills of the historian's craft, students will be better prepared to confront this complex society as informed citizens. The purpose of the History major is to bring together both the factual background and the analytical tools necessary to understand and interpret historical events.

Upon graduation, students majoring in History will be able to *demonstrate a basic knowledge of key themes, issues and trends that have shaped the history of humankind* by taking required courses in American, European and World history. This program outcome represents the foundation of historical knowledge. Students engage the past to better understand the present, develop tolerance and open-mindedness, recognize the tendencies of humankind, and learn a sense of identity. Their knowledge in this area will be assessed regularly in individual courses through exams and other assignments. A benchmark assignment assessing this outcome takes place in HIST 110 World Civilizations, a required course for our History majors.
Students will be able to *compose and defend an historical argument*. Unlike the hard sciences, History is an interpretive enterprise. Historians must use the skills of the craft to create and defend their own interpretations. All BCU History courses provide opportunity to develop these skills through oral presentations, reflective essays, and research papers. A benchmark assignment assessing this program outcome takes place in History 470 Senior Thesis, the capstone course for History majors. Through their coursework in History at BCU, students will also learn to *employ critical thinking skills in analyzing the past.* A major research paper, their Senior Thesis, again serves as the benchmark assignment to assess this program outcome.

History majors will be able *to explain and examine key conceptual approaches and methodologies of the historian's craft*. All courses, particularly upper division offerings, include lessons on methodology and historiography. HIST 203 Historical Inquiry, a required course for History majors, addresses this program outcome directly. A simulation project and paper on who shot first at Lexington Green serves as the benchmark assignment for this program outcome.

Finally, students who choose the History-Law Track will also *develop knowledge and skills specifically targeted for a career in law*. At a program level this outcome will be assessed by LSAT scores and law school admission.

**Bachelor of Arts Requirements:** Traditional History majors are required to take 13 courses (39 total credit hours), including Historical Inquiry (HIST 203) and Senior Thesis (HIST 470/71). Required courses include

HIST 110, HIST 113, HIST 114, HIST 231, HIST 232, and HIST 337. In addition, all majors must complete one of HIST 351, HIST 352, or HIST 353; complete one of HIST 333, HIST 334, or HIST 335; and take three elective history classes. All other degree requirements are outlined on page 60

**Law Track**
History/Law Track majors are required to take 14 courses (42 total credit hours).
**History Requirements (18 credit hours):** Required courses include one of HIST 110, 113 or 114; HIST 203; one of HIST 231 or HIST 232; one of HIST 224, HIST 238 or HIST 239; one of HIST 261 or HIST 264; one of HIST 333, HIST 334, or HIST 335; HIST 337; one of HIST 351, HIST 352 or HIST 353; and HIST 470/71 Senior Thesis

**Law Requirements (15 credit hours):** Required courses include PSCI 200; HIST 263; PSCI 366; and two electives selected from the following: BUAD 223, BUAD 224, BUAD 335, ENGL/WRTG 259, ESCI 401, PSCI 321, or PSCI 370.

**Minor Requirements:** History Minors are required to take 6 courses (18 total credit hours). Required courses include HIST 110; one of HIST 113, HIST 114, or HIST 337; one of HIST 231 or HIST 232; one of HIST 351, HIST 352, or HIST 353.

**Teaching Endorsement**
**5-12 Social Science-American History Requirements:**
Completion of a double major in History and Secondary Education Teaching with 30 semester hours in the broad area of Social Science to include 15 hours in American History and HIST 440. Specific American History requirements include HIST 231; HIST 232; one of HIST 224, HIST 238, or HIST 239; and two of HIST 351, HIST 352, or HIST 353.

**5-12 Social Science-World History Requirements:**
Completion of a double major in History and Secondary Education Teaching with 30 semester hours in the broad area of Social Science to include 15 hours in World History and HIST 440. Specific World History requirements include HIST 113; HIST 114; one of HIST 261 or HIST 264; two of HIST 333, HIST 334, or HIST 335.

**5-12 Social Sciences-Basic/American History/World History/American Government:**
Completion of a double major in History and Secondary Education Teaching; HIST 440; and, for American History one of HIST 224, HIST 338, or HIST 339 and two of HIST 351, HIST 352, or HIST 353; for World History one of HIST 261 or HIST 264, and two of HIST 333, HIST 334, or HIST 335; and for American Government PSCI 101, and two of PSCI 243, PSCI 263, PSCI 351, PSCI 366, or PSCI 375. Students may add teaching endorsements in Economics, Geography, Psychology, and Sociology by completing two prescribed semester courses in each subject.

**K-8 Social Science-Social Studies:**
Completion of teaching major, including 24 hours in Social Studies. Specific Social Studies requirements include HIST 231, HIST 232, SOCY 240, PSCI 101, PSYC 110, EDUC/PSYC 280, and PSCI 224. Select one of PSYC 350 or PSCY 351.

**Faculty**
**Dr. Eric Juhnke**, Professor of History and Chairperson
**Dr. Amy Boland,** Associate Professor of History

**Sr. Edith Gottsacker,** Professor of History *Emerita**

**History Courses (HIST)**

**HIST 108 International Travel Seminar** **3 sem. hrs.**
This course offers students the opportunity to visit various locales of historic or cultural significance. Readings, journaling and orientation sessions will be required. Specific destinations will change depending on student and faculty interest. • As needed

**HIST 110 Introduction to World Civilizations** **3 sem. hrs.**
This survey will study the various patterns of world civilizations, beginning with ancient societies. The course will focus mainly on their social and cultural influences, trans-cultural interactions, and the impact of these societies on the present. • Spring

**HIST 113 Western Civilization I** **3 sem. hrs.**
This survey traces the origins of important movements in early Western Civilization from the Greeks to the Romans, developments in Judaism and Christianity and feudal Europe up to the Renaissance and Reformation. • Fall

**HIST 114 Western Civilization II** **3 sem. hrs.**
This survey traces the origins of important movements in early Western Civilization from the Scientific Revolution and Age of Absolutism through French Revolution, Napoleonic Wars, and German unification to World War I. • Spring

**HIST 203 Historical Inquiry** **3 sem. hrs.**
Historical Inquiry is for students considering a major or minor in history or related field. The main purpose of the course is to investigate what it means to be a historian. This course explores the nature, uses, and methodologies of historical inquiry as well as the various career options available for those interested in History. • Fall (even years)

**HIST 224 The Vietnam Experience** **3 sem. hrs. (HL)**
A survey of the 2,000-year history of Vietnam, the French Indochina War and U.S. involvement, the U.S. military role, the viewpoints of those who participated, and discussion of the consequences of American participation in the Asian conflict. The attitudes and cultural mores leading up to the U.S. commitment in southeast Asia. Exploration of the anti-Vietnam War movement will also take place. • Fall (odd years)

**HIST 231 American History to 1877** **3 sem. hrs. (HL)**
A survey of the history of the American people from the colonial period to the end of the Civil War and reconstruction. • Fall

**HIST 232 U.S. History since 1877** **3 sem. hrs.**
A survey of the history of the American people from the South's reconstruction to the present. • Spring

**HIST 238 History of Urban America** **3 sem. hrs.**
The course will explore, discuss and seek to understand the America's urban community from the European colonial era to the present. The course will focus on the social, economic, and political ramifications of change to America's urban population. • Spring (even years)

**HIST 239 U.S. Popular Culture** **3 sem. hrs.**

The course will examine the profound effects of popular culture on the United States from the revolution to the present. Topics, ranging from popular democracy, consumerism, advertising, television, movies and popular music, will focus on how Americans participate in the formation, expression and direction of U.S. culture.

• Spring (odd years)

**HIST 261 The British Empire in World History** **3 sem. hrs. (HL)**

Over five centuries the small island Great Britain created the largest empire in world history. This course will examine the empire's humble fifteenth century origins, how it was sustained through warfare and diplomacy, and its prolonged decline after World War II. Because British expansion reached all continents, emphasis will be placed on the empire's role in world history and British interactions with colonized populations.

• Fall (rotating years)

**HIST 263/PSCI 263: Social History of Law** **3 sem. hrs.**

This course explores the foundations of our American system of law, moving through four periods of development in the Western legal tradition. The course begins with early codified law and systems of justice in ancient world. The medieval unit contrasts Roman civil law with Germanic customary law, with emphasis on England and the development of Common Law, later employed in the American colonies. The Revolutionary period covers the Enlightenment, human rights, and Constitutionalism in Europe and America. The culminating unit explores American Law, both as a unique modern system, and a product of these inherited historical traditions. This writing intensive course will emphasize argumentative writing skills and effective use of source evidence. Delving into law codes and trial records, students will consider how systems of law and justice reflect a society's values, culture, hierarchy, and prejudices.

Prerequisites: None**.** • As needed.

**HIST 264: The Middle East: History, Geography, and Faith** **3 sem. hrs.**

This course explores the history of the Middle East as a region, defined culturally by the spread of Islam, and geographically to include West Asia, South Asia, and the North Africa. Part One will begin in pre-Islamic Arabia, chart the life of Muhammad and the early growth of Islam, and detail the development of the unified Umayyad Caliphate and the achievements of the Islamic Golden Age under the Abbasid Caliphate. Part Two will cover the divided powers and diverse peoples of Medieval and Early Modern Islam – the Turks, the Berbers, and the Mongols – and their conflicts with Europe during the Age of the Crusades. Part Three will examine the Modern Middle East and explain the roots of the modern religious, economic, and political conflicts in the region. Throughout the course we will explore aspects of Islamic faith and culture, and the social and ethnic diversity of the Muslim world. • Fall (rotating years)

**HIST 333: Studies in European History I: The Dark Ages** **3 sem. hrs.**

This course explores important issues and debates of European history from 300-1000, from the fall of Rome through the "Dark Ages." These issues include the Barbarian migrations, the decline of the Roman Empire, the spread of Christianity in pagan Europe, the growth of the Catholic Church and the papacy, and the early European kingdoms, including the Carolingian and Islamic empires. This course will be a writing intensive and source driven investigation of Late Antiquity, with a focused research emphasis on one of the listed historical issues.

Prerequisites: None. • As needed.

**HIST 334: Studies in European History II: High Middle Ages** **3 sem. hrs.**

This course explores important issues of European history, c. 1000-1500, the High Middle Ages and the Renaissance. These issues include the development of European monarchies, heresy and the Crusades,

Catholic growth and reform, the 12th century renaissance, the Black Death and the disastrous 14th century, and European recovery during the Italian Renaissance. This course will be a writing intensive and source driven investigation of the later medieval period, with a focused research emphasis on one of the listed historical issues.
Prerequisites: None. • As needed.

**HIST 335: Studies in European History III: Early Modern Europe 3 sem. hrs.**
This course explores the important issues European history from 1500-1815, the Early Modern Period. These issues include the Protestant and Catholic Reformations, European encounters with the world through Exploration and Imperialism, significant developments in science and education, and the important Revolutions of politics and power. This course will be a writing intensive and source driven investigation of the Early Modern Period, with a focused research emphasis on one of the listed historical issues.
Prerequisites: None. • As needed.

**HIST 337 Twentieth Century World History 3 sem. hrs.**
This survey seeks to find the causes and effects of current world problems and crises. Special emphasis will be placed on countries and events that are focal points in world affairs today. These include the nation-state and minorities, radical communist, fascists, and religious ideologies, de-colonization, modernization and Westernization. • As needed

**HIST 345 Diplomatic History of the United States 3 sem. hrs.**
This survey course acquaints students with diplomatic history of the United States since 1865. The course emphasizes foreign policy issues of the twentieth century, including United States participation in the First and Second World Wars, the Cold War, the Korean and Vietnam Conflicts, Desert Storm and the War on Terrorism.
• As needed

**HIST 351 Studies in American History I 3 sem. hrs.**
This course explores great issues/themes in American history from European discovery to the outbreak of the Civil War (e.g. Puritanism, the American Revolution, slavery). The course teaches students to understand these issues/themes within the broader historical context of the era as well as develop their written and verbal skills.
• As needed

**HIST 352 Studies in American History II 3 sem. hrs.**
The course explores great issues/themes in American history from the Civil War through the onset of the Great Depression (e.g. The Frontier West, Progressivism, The Roaring 1920s). The course places each issue/theme within a broader historical context and encourages students to develop written and verbal skills.
• As needed

**HIST 353 Studies in American History III 3 sem. hrs.**
This course explores great issues/themes in American history from the Great Depression through the present (e.g. World War II, the Cold War, the Civil Rights Movement, etc.). The course places these issues/themes within the broader historical context and works to develop students' written and verbal skills. • As needed

**HIST 440 Special Methods of Teaching Secondary Social Science 3 sem. hrs.**
A course designed to review current approaches to the teaching of the social sciences, with special emphasis on the teaching of history, incorporating audio-visual materials and computers in the classroom, and devising innovative strategies to meet the needs and demands of contemporary students. With departmental approval
• As needed

**HIST 470 Senior Thesis I and II** **3 sem. hrs.**
The senior thesis represents the "capstone" of the history degree, the last step in a student's undergraduate education at Briar Cliff. In the course of this two-semester seminar (2 credits in the fall and 1 in the spring), students will select a topic, organize a bibliography, conduct research, write a thesis paper and present it to the public. • Fall/Spring

**HIST 490 History Internship** **3 sem. hrs.**
Supervised practical training in an area of interest mutually acceptable to department faculty members and student. • With departmental approval

**HIST 175, 275, 375, 475 Independent Study** **3 sem. hrs.**
Directed research and discussion in history. Topics to be determined by the student and the major advisor.
• With departmental approval

# International Business

*Bachelor of Arts*

The mission of the Briar Cliff University Business Department is to deliver a quality education and develop individuals who can provide leadership in a changing global environment, within an ethical and socially responsible framework. This is accomplished through a broad education using business theory and practice and based upon a liberal arts foundation.

The department's goals are based on a concept that emphasizes not only technical competence but also the ethics of professional service, thus seeking to foster sensitivity and responsiveness to social responsibilities as well as the ability to identify and pursue personal opportunities. The faculty endeavor to achieve these goals through a variety of teaching techniques including lectures, cases, role-playing, seminars, directed study, internships and computer team simulations. The department arranges and supervises internships (i.e. actual job situations) for qualified juniors and seniors.

The international business major is designed to prepare students for positions in large businesses with global operations. The program builds on a foundation of liberal arts courses and provides the educational background to begin a career in international business. The program design seeks to insure that students attain a broad perspective on the unique feature of multi-national businesses thus preparing them for successful careers in global reaching enterprises.

Upon graduation, students majoring in International Business will be able to demonstrate competencies in the core areas of research, problem solving, statistical analysis, computer skills, and oral and written communications. They will be able to apply ethical reasoning to the decision-making process and demonstrate personal and team leadership skills. Graduates will be able to exhibit skills and have the ability to apply fundamental knowledge in the areas of economics, finance, information systems, law and management as they relate to multinational businesses. These skills will allow graduates to progress in a career or to pursue advanced studies.

**Bachelor of Arts Requirements:** Students seeking a major are required to take the following offerings - BUAD 210, 220, 223, 225, 301, 312, 324, 329, 330, 350, 352, 365, 385, 412, 429, 439 and 476. Majors are also required to take ACCT 203, 204, ECON 210, 211, and one of the following: MATH 200, 217, or 324. Internships are available as electives. Contact the department for further information regarding this option. The business faculty will certify the general education service component and competencies in computer usage, moral/ethical reasoning, oral communication research and writing in this major. For graduation, a student must have a C- or better in all major core and supporting courses. All other degree requirements are outlined on page 60.

**Faculty**
**Mr. Paul Santos,** Associate Professor of Accounting and Chairperson
**Mr. Joseph Ciquera**, Assistant Professor of Business Administration
**Mr. Scott Griffith,** Assistant Professor of Business Administration
**Dr. Jeffrey White,** Assistant Professor of Sport Management
**Mr. Mark Rossi, JD,** Professor of Business Administration
**Dr. Judy Thompson,** Professor of Business Administration *Emerita*

**Business Administration Courses (BUAD)**

**BUAD 324 International Law** **3 sem. hrs.**

This course is designed to enable international business management students to expand their knowledge of some of the laws, rules and regulations that apply to international business and that impact the work setting of international business organizations. Students will learn about and analyze substantive legal concepts in the following core areas of law: constitutional, employment, antitrust, labor, intellectual property, agency, contract, and business. The purpose of this course is to provide students with an understanding of the legal issues involved in the operation and management of organizations involved in international business, and to equip students with the skills and strategies needed to effectively work with business executives and lawyers to resolve these issues. The course will focus on the practical application of laws, rules and regulations to situations current students will likely face (and decisions current students will likely need to make) when they become international business managers.

**Prerequisite:** BUAD 223 or the permission of the instructor to enroll • Fall

**BUAD 329 International Management** **3 sem. hrs.**

This course studies how businesses plan, develop, market and distribute products/services on a global scale. Special emphasis is placed on how businesses adapt to different cultural, political and economic environments.

• Fall

**BUAD 365 Supply Chain Management** **3 sem. hrs.**

Supply Chain Management provides an overview of supply chain management as a key business function that holistically integrates functions such as planning, purchasing, inventory control, transportation and warehousing. Students will learn about topics such as designing supply and distribution networks aligned with the firm's business and supply chain strategy as well as improving supply chain performance via SCOR, Lean, and Six Sigma techniques. Students explore how various aspects of supply chain management are integrated within the firm as well as coordinated with suppliers, trading partners, and logistics/transportation providers to deliver superior customer satisfaction. Making sound strategic and tactical decisions learned by managing a global consumer electronics supply chain via an on-line simulation. Lessons will be learned by studying some of the world's top supply chains

**Prerequisite:** BUAD 210, BUAD 225, BUAD 350 • Spring

**BUAD 385 International Business** **3 sem. hrs.**

This course studies how businesses plan, develop, market and distribute products/services on a global scale. Special emphasis is placed on how businesses adapt to different cultural, political and economic environments.

**Prerequisite:** BUAD 225, ECON 210, ECON 211, MRKT 301 • Fall

**BUAD 412 International Financial Management** **3 sem. hrs.**

This course is an overview of the global financial environment in which the multinational enterprise (MNE) operates. Foreign exchange theory and markets, foreign exchange exposure, financing of the MNE, foreign investment decision, trade finance, and international capital budgeting are addressed. • Spring

**BUAD 429 Strategic Management** **3 sem. hrs.**

This course is designed for the student to incorporate the business-related knowledge of previous study into decision-making analysis. Through case studies and simulation games the methodology of problem evaluation and the decision-making process is examined.

**Prerequisite:** BUAD 225, 301, 330 and 350; a statistics course; and ACCT 203 and 204 • Spring

**BUAD 439 MNC Strategy Simulation** **3 sem. hrs.**

Global Challenge is an educational business game simulation that improves learners' understanding of the global business operations of a firm in a dynamic, competitive environment. Technology-based product road maps and global market and production strategies. A range of concepts from various management-related disciplines: economic, political, financial, human resources, accounting, procurement, production, logistics, research and innovation, and marketing. Success is measured and compared by both operational and financial key indicators. The ultimate indicator in the simulation is the return to the shareholders, which consolidates all the key success factors into one measurable criterion that can be used to compare the performance of each team. • Spring

**BUAD 476 Business Analytics** **3 sem. hrs.**

Studies core statistical techniques; data retrieval, analysis and mining; and decision modeling to effectively persuade in the project-oriented world of data-driven decisions. The course is an introduction to Business Analytics. It covers managerial statistical tools in descriptive analytics and predictive analytics, including regression. Other topics covered include forecasting, risk analysis, simulation, data mining, and decision analysis. This course provides students with the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations and shows students how to apply basic business analytics tools in a spreadsheet environment, and how to communicate with analytics professionals to effectively use and interpret analytic models and results for making better business decision. Emphasis is placed on applications, concepts and interpretation of results, rather than theory and calculations. Students use a computer software package for data analysis.

**Prerequisite:** BUAD 220, BUAD 330, BUAD 350, MATH 200 • Fall

**BUAD 390, 490 Business Internship** **3-6 sem. hrs.**

To be arranged with departmental approval • Fall/Spring

# K-12 Education

*Bachelor of Arts, Teaching Endorsements*

Candidates seeking licensure in K-12 education must first be admitted to the Teacher Education Program. Candidates seeking a K-12 education major must also have an academic major/content area. This means that candidates with a double major/content area must fulfill all the departmental requirements for both major departments/content areas.

**Bachelor of Arts Requirements:** Professional Education Instruction Core: EDUC 100, 101, 250, 01IS, 270, 290, 03IS, 318, 02IS, 330, 423, 09IS, 452, and either EDUC 412, EDUC 424, EDUC 425, or EDUC 426. Required Supporting Courses: WRTG 131, PSYC 110, HIST 231 or 232, PSCI 224 or SOCY 240, MATH 105 or higher, a physical science and a life science. A specific methods course(s) for each content major/endorsement is also required.

Additional endorsements may be completed but may extend the four-year plan of study.

A special education endorsement is available to a K-12 education major. Students may choose the K-8 Strategist I endorsement, the 5-12 Strategist I endorsement, or the K-12 Strategist I endorsement. The endorsement includes 45 hours of practicum experience alongside special education teachers. Refer to the Special Education section in this course catalog for a list of courses.

**Grades**
All grades required for licensure must be "C" or above.

**Faculty**
See Education.

## K-12 Education Courses

**For the K-12 Education Major requirements:**
Requirements: EDUC 100, EDUC 101, EDUC 250, EDUC 01IS, EDUC 270, EDUC 03IS, EDUC 290, EDUC 318, EDUC 02IS, EDUC 330, EDUC 423, EDUC 09IS, EDUC 452, EDUC 412, EDUC 14IS

**Additional General Education requirements:** CORE 105 (CORE 310 for Transfer Students), WRTG 131, PSYC 110, Aesthetic Foundation (2 courses), Physical Science course, Biology Course, Math (105 or higher), HIST 231 or HIST 232, PSCI 224 or SOCY 240, Religious Foundation, Ethical Foundation, CSCI 100, LIBA 410, Foreign Language

**EDUC 423 Content Area Literacy** **3 sem. hrs.**
This course prepares secondary and K-12 teachers in the use of literacy strategies (reading, writing, listening, and speaking) for secondary students and how to infuse these strategies throughout the curriculum. EDUC 09IS Content Area Literacy Practicum is taken in conjunction with EDUC 423.
**Prerequisite:** EDUC 100, 101, 250, 01IS, and acceptance into the Teacher Education Program

**EDUC 09IS Content Areal Literacy Practicum** **1 sem. hr.**
This 30-hour field experience is designed to provide secondary and K-12 teacher candidates an opportunity to observe and participate in the teaching of literacy in their respective content areas. Teacher candidates will

apply research-based literacy strategies. This practicum is taken in conjunction with EDUC 423 Content Area Literacy.
**Prerequisite:** EDUC 100, 101, 250, 01IS, and acceptance into the Teacher Education Program

**Teaching Endorsement: K-12 Physical Education**
**Requirements**: The K-12 Physical Ed endorsement requires a student to complete a K-12 Education major (see Education Major) additionally it requires the following courses: BIOL 151/151L, BIOL 221/221L, BIOL 222/222L, EHS 119, EHS 142, EHS 143, EHS 200, EHS 214, EHS 276, EHS 350, PSYC 280, PSYC 354, EDEL 317

**Teaching Endorsement: K-12 Music Education**
**Requirements**: The K-12 Music Education endorsement requires a student to complete a K-12 Education major (see Education Major) additionally it requires the following courses: MUSC 114, MUSC 114L, MUSC 115, MUSC 115L, MUSC 125, MUSC 220, MUSC 255A, MUSC 260A, MUSC 345, MUSC 440, MUSC 445

**Teaching Endorsement: K-12 Art Education**
**Requirements**: The K-12 Art Education endorsement requires a student to complete a K-12 Education major (see Education Major) additionally it requires the following courses: ART 217, ART 225, ART 235, ART 332, ART 345,ART 440, ART 425, Choose one (ART 115, ART 116, or ART 117), Choose one (ART 111, ART 130, or ART 230, Choose one (ART 110 or 210), Choose one (ART 349, ART 350, ART 351, ART 352, ART 450, or ART 460).

# Legal Studies

*Minor*

The program in legal studies is designed to prepare students in any major for success in law school. The American Association of Law Schools recommends that students pursue a broad liberal arts education and hone their critical thinking, analytical, communication, and reading comprehension skills during their undergraduate careers. The legal studies program is designed to hone these crucial skills to help students prepare for law school in addition to providing them with a solid background in the American legal system.

**Minor Requirements:** Students must successfully complete 18 credit hours of coursework for the minor. The following five courses are required: BUAD 223, WRTG 259, HIST 263, PSCI 200, and PSCI 366. Students must also complete one of the following electives: BUAD 224, BUAD 324, BUAD 355, PSCI 370, SPMA 220, or SWRK 355.

**Faculty**
**Dr. Wendy Brame,** Associate Professor of Sociology and Program Director
**Dr. Amy Boland**, Assistant Professor of History
**Mr. Mark Rossi JD**, Professor of Business Administration

**Legal Studies Courses**

**BUAD 223 Legal Environment of Business** **3 sem. hrs.**
Major areas to be covered include the nature of and origins of law; ethics and social responsibility of business entities; our judicial system; the development of our common law system; the differences between the various areas of the law; elements necessary to establish and give rise to an intentional tort and negligence; the elements necessary to establish a contract; and the differences between business entities such as a sole proprietorship, partnership and corporation. • Fall/Spring

**BUAD 224 Business Law II** **3 sem. hrs.**
Principles of law that determine the rights and obligations of persons participating in business transactions. Major topics include sales, commercial paper, secured transactions, partnerships, corporations, real property and estates. • Spring

**BUAD 355 Employment Law** **3 sem. hrs.**
Issues dealt with in this course include Supreme Court interpretation of Title VII of the Civil Rights Act including Affirmative Action, Discrimination, Sexual Harassment, and Age Discrimination. Also included are the Americans with Disabilities Act, Rehabilitation Act, Immigration Reform and Control Act, Family Medical Leave Act and other pertinent workplace laws. Case studies and other problem-solving approaches will be used. • Spring

**ESCI 401 Environmental Law and Policy** **3 sem. hrs.**
An overview of environmental law and related public policy. • Spring (even years)

**HIST 263/PSCI 263: Social History of Law** **3 sem. hrs.**
This course explores the foundations of our American system of law, moving through four periods of development in the Western legal tradition. The course begins with early codified law and systems of justice in ancient world. The medieval unit contrasts Roman civil law with Germanic customary law, with emphasis on England and the development of Common Law, later employed in the American colonies. The Revolutionary period covers the Enlightenment, human rights, and Constitutionalism in Europe and America. The culminating unit explores American Law, both as a unique modern system, and a product of these inherited

historical traditions. This writing intensive course will emphasize argumentative writing skills and effective use of source evidence. Delving into law codes and trial records, students will consider how systems of law and justice reflect a society's values, culture, hierarchy, and prejudices. • Fall (rotating years)

**PSCI 200 Pre-Law Seminar** **3 sem. hrs.**
Exploration of career preparation and specializations within the field of law and introduction to logical reasoning in the law. The course includes a mock trial experience. • As Needed

**PSCI 366 American Constitutional Law** **3 sem. hrs.**
An introduction to the study of constitutional law. A study of the interpretation of the federal constitution through leading decisions of the Supreme Court. • As Needed

**PSCI 370 Criminal Law** **3 sem. hrs.**
Introduction to the substantive and procedural aspects of criminal law. Nature and origins of U.S. criminal law; conditions for criminality and type of crime. • Fall

**SPMA 220 Sport Law** **3 sem. hrs.**
This course is designed to enable sport management students to expand their knowledge of some of the laws, rules and regulations that apply to the sport industry and that impact the work setting of sport organizations. Students will learn about and analyze substantive legal concepts in the following core areas of law: constitutional, employment, antitrust, labor, intellectual property, agency, contract, and business. The purpose of the course is to provide students with an understanding of the legal issues involved in the operation and management of organizations in the sport industry, and to equip students with the skills and strategies needed to effectively work with business executives and lawyers to resolve these issues. The course will focus on the practical application of laws, rules and regulations to situations current students will likely fact (and decisions current students will likely need to make) when they become sport managers.
**Prerequisite:** BUAD 223 or permission of instructor • Fall

**SWRK 355 Child Welfare and the Law** **3 sem. hrs.**
Study of Indian Child Welfare Act, Multiethnic Placement Act, and Adoption and Safe Families Act and the impact of these federal policies on child welfare. • Fall

**WRTG 259 Contemporary Argument and Research** **3 sem. hrs.**
In this class, students will explore current events and discuss their own reasoned perspectives on contemporary issues. Students will pursue research topics and use logic, analysis, and persuasion to construct effective arguments. English/Writing 259 is highly recommended for every student, as its methods can be applied to writing in any discipline.
**Prerequisite:** CORE 131 or equivalent skill

# Liberal Arts

*Associate of Arts, General Education Requirements*

Liberal Arts provides a framework for those wishing to complete two years of college without a particular emphasis in a department or program; it encourages a broad, liberal education as well as flexibility in planning.

**Associate of Arts Requirements**

Sixty-two credit hours, of which at least 11 are at the 200 level or above. CORE 100/110 is required. Twelve courses must be completed from the university's intellectual foundations, with at least one course completed in each foundation. Eight courses can be distributed according to the individual's needs or wishes.

**Liberal Arts and Franciscan Core Courses (LIBA, CORE)**

**CORE 100 Franciscan Life** **1 sem. hr.**

This required course introduces first-year students to the cultural and historical foundations of Briar Cliff University through an exploration of the Franciscan tradition. The course will follow the major events and turning points in the life of Francis of Assisi, focusing on the difficult questions he faced. • Fall

**CORE 101 Franciscan Life** **1 sem. hr.**

A required Franciscan service-learning experience that empowers students to think critically and act meaningfully in promoting charity, care, and justice in our communities, at home and abroad • J-Term

**CORE 110 Franciscan Life Online** **2 sem. hrs.**

CORE 110 introduces incoming students to the cultural and historical foundations of Briar Cliff University through an exploration of the Franciscan tradition. This course is very similar to CORE 100, but is held online and does not include some of the experiential learning components of CORE 100. Available only to students transferring in with 30 credits or more. • Spring

**CORE 120M Freshman Seminar** **1 sem. hr.**

This course will serve to familiarize students with the academic infrastructure of the University; to acculturate them to the expectations, skills, and demands of life as a university student; and to begin establishing basic skills in communication, time-management, and an array of proven learning strategies. • Fall

**CORE 130 Critical Reading and Writing** **3 sem. hrs.**

A co-disciplinary critical reading and writing experience in which students develop strategies to communicate meaningfully in a variety of modes of expression. • Fall

**CORE 131 Writing in the Digital Age** **3 sem. hrs.**

A multimodal composition experience in which students learn to evaluate information and incorporate it ethically as they create, develop, and refine their writing, speech, and design skills in a variety of modes of expression. • Fall/Spring

**LIBA 200 Black Hills Experience** **3 sem. hrs.**

The Black Hills Experience is a multidisciplinary course which is conducted in the Black Hills of South Dakota in May during the week immediately after Term III. Subject matter includes biology, chemistry, geology, history and literature of this unique area of the country. The course can be taken as an elective. • Summer

**LIBA 410 Global Society** **3 sem. hrs. (GL)**

An interdisciplinary study of contemporary global realities focusing on the increasingly interdependent economic, ecological, political, social, technological, religious, cultural and peace relationships that are developing within the human community. • Fall/Spring

**LIBA 420 Global Experience – Travel** **3 sem. hrs. (GL)**

Conducted via travel opportunities, the Global Experience course is an interdisciplinary study of contemporary global realities focusing on the increasingly interdependent economic, ecological, political, social, technological, religious, cultural and peace relationships that are developing within the human community.

**LIBA 420 Global Experience – Study in Chile or Spain** **3 sem. hrs. (GL)**

This two-week course presents an integrative study of contemporary global realities focusing on the increasingly interdependent relationships that are developing within the human community. The course includes intensive one-on-one Spanish language instruction and service-learning experience with the University of the Andes in Santiago, Chile. Students explore contemporary global realities focused on the increasingly interdependent economic, ecological, political, social, technological, religious and cultural relationships that are developing within the human community. Emphasis is placed on issues of social and economic justice and peace.

# Library Science

The coursework in library science helps to prepare students for research in academia.

**Faculty**
**Mrs. Alexis Patterson,** University Librarian

**Course Description:**
**LIBS 101 Introduction to Academic Research and Information Literacy Skills 1 sem. hr.**
This course will introduce students to library resources and research tools which will help create efficient research skills through the information literacy process. Students will learn how to search, find, and cite sources through an overview of the research process.

**LIBS 201 Introduction to Academic Research and Writing 3 sem. hrs.**
This course will help students learn how to conduct quality research using a variety of source types. Various research strategies and academic writing techniques will be emphasized throughout the research process, highlighting information literacy.

# Management Information Systems

*Minor*

The minor in Management Information Systems (MIS) combines the areas of business and computer science to educate individuals in the effective and efficient handling of one of the most important organizational resources to +managers: information. MIS is the science of taking data, processing it, and transforming it into meaningful information that can be understood by an organization.

The courses in Management Information Systems are designed to help decision makers understand how information can be used to improve managerial decisions. An informative systems professional should possess a good understanding of technology, as well as a broad knowledge of management functions.

Upon graduation, students minoring in Management Information Systems will be able to explain the basic concepts of information systems, describe the systems development process, explain the basic concepts of data communications and networking, demonstrate fluency in at least one programming language and be acquainted with several more, explain basic concepts of object-oriented programming, and explain the basic von Neumann computer architecture.

**Minor Requirements:** MIS 220, MIS 321, MIS 322, CSCI 201, MATH 200, and one course from the following: ACCT 350, BUAD 350, CSCI 345, or an information systems course taught in a given discipline.

**Faculty**
**Mr. Paul Santos,** Professor of Accounting and Chairperson
**Ms. Sarah Landis**, Assistant Professor of Mathematics
**Mr. Thomas Mayer**, Assistant Professor of Mathematics
**Dr. Farhad Akhbardeh,** Associate Professor of Computer Science

**Management Information Systems Courses (MIS)**

**MIS 220 Microcomputer Applications for Business** **3 sem. hrs.**
A course designed to familiarize the student with the fundamentals of computers, computer nomenclature, applications, mobile devices, productivity tools and the Internet. The student will develop the skills necessary to use microcomputers for solving problems by using various software packages (word processing, spreadsheet, database, presentation). Other topics include computer hardware, security and safety precautions, communications and networking, operating system, and applications software. • Fall/Spring

**MIS 321 Management Information Systems** **3 sem. hrs.**
A course designed to explore information systems and how technology supports businesses from a managerial perspective. Additionally, technology such as e-commerce and enterprise system platforms will be analyzed to enhance collaboration and teamwork, supply chain management and support key business processes. Other topics include information systems security, telecommunication systems, and the development and implementation of information systems.
**Prerequisite:** MIS 220 or permission of instructor • Fall

**MIS 322 System Analysis and Design** **3 sem. hrs.**
A course designed to study the analysis, design and management of information systems and capabilities using the Systems Development Life-Cycle approach and other methodologies. Additional topics include systems integration, operations and maintenance, performance analysis, compatibility and implementation issues.
**Prerequisite:** MIS 321 • Spring (odd years)

**MIS 390, 490 Internships** **3 sem. hrs. each**
On-the-job experience at a local business.
**Prerequisite:** Senior status and the consent of the department

**MIS 375, 475 Independent Study** **3 sem. hrs.**
With department approval.

**MIS IS Independent Study** **1 sem. hr.**
Independent research on an advanced topic in business or computer science. Required of all junior and senior MIS science majors.

# Marketing

*Bachelor of Arts, Minor*

The marketing major reflects the philosophy of the Business Administration Department. The major in marketing will provide instruction in core areas of marketing including planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives. The marketing major includes study of the demographic, social, economic, technological, environmental, and cultural factors influencing demand for consumer and industrial goods and services, and the marketing strategies and plans necessary to meet this demand. Marketing majors will have both theoretical and applied learning foundations, and are also required to take courses in management, finance, accounting, and economics which provide a solid foundation for the MBA degree. Upon graduation, students majoring in marketing will be able to demonstrate competencies in the core areas of research, problem solving, statistical analysis, computer skills, mathematics, oral communication and writing, apply ethical reasoning to decision making and demonstrate personal and team leadership skills, exhibit knowledge of the legal, regulatory, ethical and technological issues inherent in the global marketing environment, demonstrate skills necessary to progress in a marketing career and/or pursue advanced studies, apply fundamental knowledge of marketing to decision making.

**Bachelor of Arts Requirements:** Thirty-one hours from the business administration offerings (BUAD), including BUAD 210, BUAD 220, BUAD 225, BUAD 312, BUAD 330, BUAD 352, BUAD 350, BUAD 429 and BUAD 476 and 24 hours from the marketing offerings, including MRKT 301, MRKT 305, MRKT 308, MRKT 315, MRKT 345, MRKT 385, and MRKT 395. Majors are also required to take ACCT 203, ACCT 204, ECON 210, ECON 211, and either MATH 200 or MATH 360. For graduation, a student must have a C- or better in all major core and supporting classes.

Students who desire to double major in Marketing and Business Administration are required to take 15 BUAD credit hours, which are not used to satisfy the Marketing major.

**Minor Requirements:** BUAD 225, MRKT 301, MRKT 305, MRKT 308, MRKT 345, MRKT 410, and ECON 210 and 211. For graduation, a student must have a C- or better in all major core and supporting classes. All other degree requirements are outlined on page 56.

**Faculty**
**Mr. Paul Santos,** Associate Professor of Accounting and Chairperson
**Mr. Joseph Ciquera**, Assistant Professor of Business Administration
**Mr. Scott Griffith,** Assistant Professor of Business Administration
**Dr. Jeffrey White,** Assistant Professor of Sport Management
**Mr. Mark Rossi, JD,** Professor of Business Administration
**Mr. William Eberle,** Professor of Business Administration and Accounting *Emeritus* *
**Mr. George Frangedakis,** Professor of Business Administration and Accounting *Emeritus* *
**Ms. Barbara Redmond,** Professor of Business Administration *Emerita*
**Mr. Vali Sorathia,** Professor of Business Administration and Accounting *Emeritus* *
**Dr. Judy Thompson,** Professor of Business Administration *Emerita*

**Marketing Courses (MRKT)**

**MRKT 250 Social Entrepreneurship and Community Engagement** **3 sem. hrs.**
See BUAD 250 • Fall/Spring

**MRKT 276 E-Business** **3 sem. hrs.**
See BUAD 276 • Spring

**MRKT 301 Principles of Marketing** **3 sem. hrs.**
Study of the concepts and problems concerned with the flow of goods and services to the consumer. An analysis will be made of the following: Marketing functions, wholesale and retail institutions, and internal and external factors affecting activities.
**Co-requisite:** Econ 210 or permission of instructor
**Prerequisite:** BUAD 08IS (for non-business majors) • Fall/Spring

**MRKT 305 Consumer Behavior** **3 sem. hrs.**
The major objective of this course is to find out why people buy what they buy, when they buy and where they buy. Behavioral and social influences on the buying process will also be examined. This information is then used to plan marketing programs more effectively.
**Prerequisite:** MRKT 301, PSYC 110 is recommended • Fall

**MRKT 308 Sales** **3 sem. hrs.**
Students will learn more about the field of professional selling. Topics to be covered are: the context of sales and the place of sales in the marketing function; the external environment including the legal aspects and its impact on sales; the various steps in the sales process from prospecting to follow-up; professional and ethical behaviors; and the principles of sales management. Role playing will be utilized to give the student valuable experience in making a sales presentation. The final project will be to make a professional presentation on behalf of a student business.
**Prerequisite:** MRKT 301 • Fall

**MRKT 315 Digital Marketing** **3 sem. hrs.**
The course examines digital marketing strategy, implementation and executional considerations for BtoB and BtoC brands and provides a detailed understanding of all digital channels and platforms. Participants will complete the course with a comprehensive knowledge of and experience with how to develop an integrated digital marketing strategy, from formulation to implementation. • Spring

**MRKT 345 Advertising and Integrated Marketing Communications** **3 sem. hrs.**
A survey of advertising objectives of different levels of business organization. The course deals with campaigns, techniques and various media available to firms and industry.
**Prerequisite:** MRKT 301 • Spring

**MRKT 360 Marketing Research** **3 sem. hrs.**
See BUAD 360
**Prerequisite:** MRKT 301 and a statistics course • Fall

**MRKT 385 Global Management** **3 sem. hrs.**
See BUAD 385
**Prerequisite:** ECON 210, ECON 211, MRKT 301 • Fall

**MRKT 395 Marketing 360**
This course shall discuss the process for marketing small business products and services. The impact of digital marketing techniques on the small business' effectiveness in marketing will be examined. Students shall

analyze the different methods involved in building market share from the inception of the business entity and throughout it's lifecycle.
Prerequisite: BUAD 301, senior status or permission of instructor. • Spring

**MRKT 410 Marketing Management** **3 sem. hrs.**
This is the capstone course for a marketing major or minor. Advance marketing strategies and tactics are studied and students create a marketing plan, execute a marketing project, and present the results to the client.
**Prerequisite:** Three marketing courses. • Spring

# Mass Communications

*Bachelor of Arts, Minor*

In the Franciscan tradition of service, caring and openness to all, the mission of The Department of Media Communications is to prepare competent, well-trained and liberally educated men and women in the converging field of media. Students will gain knowledge through theory, practical and applied learning which will provide the valuable education and experience needed for a career in this challenging field.

The Department of Media Communications offers programs in which students seriously interested in the wide and varied careers in communication can become personally involved by working with and learning from people both inside and outside the profession. The faculty in the department are aware of the skills which those in the businesses of radio, television, print, public relations, photography, advertising, graphic design and social media demand of incoming professionals in a converging industry.

The Media Communications curriculum is designed to whet your appetite by enabling you to enroll as a first-year student in a series of beginning-level courses: Introduction to Mass Media, Visual Communication and the Mass Communications practicum. We then begin to shape your writing skills. As a sophomore, you will enter our newswriting sequence. At the beginning of your junior year, now that you have mastered the art of writing, you enter the advanced level coursework in graphic design and video production.

By the end of your junior year, as a pre-professional, you are ready for courses that are more advanced and internships. By the time of your graduation, you will have the beginnings of an impressive résumé, a media portfolio and practical experience in the field. Upon graduation, you will have the basic tools, talent and experience necessary to be highly competitive for the many entry-level media slots.

Upon graduation, students majoring in Mass Communications will be able to interpret the role of the media and how it has affected society from a historical perspective, demonstrate an understanding of the profession within the context of convergence, have knowledge of theories and concepts prevalent in the field, be familiar with important legal issues that face the field of mass communication, develop personal values based upon ethical standards, recognize ethical dilemmas that face mass media professionals, recognize the power of the media and its effects on society, demonstrate proficiency in the various writing styles appropriate for the communication professions, demonstrate the ability to write and edit articles for publication, critically evaluate written and oral presentations for style and content, interpret, create and disseminate visual information, obtain and demonstrate the skill necessary to use technologies appropriate to the field, plan, create and complete projects using electronic media, apply the knowledge and skills appropriate in the communication field, demonstrate skills needed for an entry-level position in the profession, understand, analyze and evaluate research, and demonstrate an understanding of research methods.

**Bachelor of Arts Degree in Mass Communication Requirements:**
MCOM 200 Beginning Newswriting (3)
MCOM 205 Mass Communications Practicum I (3)
MCOM 216 Digital Photography (3)
GDES 225 Graphic Communications (3)
MCOM 240 Social Media (3)
MCOM 307 Public Relations (3)
MCOM 310 Photojournalism (3)
MCOM 312 Advance Newswriting and Copy Editing (3)
MCOM 330 Video Production (3)

MCOM 331 Reporting for Electronic Media (3)
MCOM 333 Advanced Video Production (3)
MCOM 405 Digital Communication Practicum II (3)
MCOM 410 Social Media Management (3)
MCOM 445 Capstone Project (3)
MCOM 490 Internship (3)
**Electives:**
MCOM 101 Introduction to Mass Media (3) (HC)
MCOM 106 Smartphone Photography (3)
MCOM 220 Visual Communications (3)
MCOM 230 Global Media Studies (3)
GDES 325 Website Production (3)
GDES 345 Motion Graphics (3)
MCOM 320 Advanced Photography (3)
MCOM 326 Documentary Photography (3)
MCOM 430 Studio Photography (3)

**Minor Requirements:** Eighteen hours approved by the department chairperson of which six hours must be at the 300-level.

**Faculty**
**Ms. Kristen Perez,** Assistant Professor of Mass Communications
**Mr. Rich Yates**, Associate Professor of Graphic Design and Chairperson of Media Communications
**Mr. Ford Clark**, Assistant Professor of Sports Information
**Mr. Michael Crowley,** Associate Professor of Digital Media, *Emeritus**

**Mass Communications Courses (MCOM)**

**MCOM 101 Introduction to Mass Media** **3 sem. hrs. (HL)**
Overview of mass media and their respective social, psychological, international, political, legal and cultural impacts, including: communications law, cable television and satellite broadcasting. Prerequisite for all other course work in this major or minor. • Fall/Spring

**MCOM 106 Smartphone Photography** **3 sem. hrs.**
This course will examine the use of a smartphone's camera through shooting, editing, sharing and printing your images. Students will become familiar with basic photography controls of their phone, composition and lighting. • Spring

**MCOM 200 Beginning Newswriting** **3 sem. hrs. (IL)**
Instruction in basic skills for writing in print journalism. Includes news values, writing leads, rewrites and follow-ups, and writing simple, complex and special story types. Students may be expected to submit publishable stories to the campus newspaper or other campus publications. All first-year students are strongly advised to take WRTG 159 before beginning the print sequence. • Fall

**MCOM 205 Mass Communications Practicum I** **3 sem. hrs.**
This practicum is developed to gain experience in writing, photography, video podcasting and radio for an online news site on deadline. Students will produce news and features, as well as social media content. Students will become familiar with the computers and various software programs. • Fall/Spring

**MCOM 216 Basic Photography** **3 sem. hrs.**
Introduction to digital photography. Material covered includes operation of a professional digital camera including aperture, shutter and depth of field in manual control. Camera handling and care lighting, composition, visual communication and photographic history. Extensive post-production using Photoshop software application is required. Lab fee includes camera rental fee. • Fall/Spring

**MCOM 220 Visual Communications** **3 sem. hrs.**
Study of the graphic revolution and "image" as a powerful instrument of communication in society. Investigation of the pseudo-event, propaganda, public opinion and man's insatiable appetite for information. All forms of visual media (print, TV, advertising, digital, cinema, computer and the Internet) will be analyzed for obvious and hidden messages and their effects. • Spring

**GDES 225 Graphic Communications** **3 sem. hrs.**
An introduction to the process of graphic arts production with emphasis on communicating meaning with the combination of text and image through various methods and techniques translating ideas and information to print material. The primary focus will be on production, layout and typography as they apply to print media, advertising and public relations. Newspaper, magazine and newsletter formats are discussed. • Fall

**MCOM 230 Global Media Studies** **3 sem. hrs. (CL)**
An overview of the present state of global media and journalism theory; a critical analysis of the main issues confronting media organizations, audiences and those working in or with the media; and a comparative study of the cultures and media within the world's major media regions. • As needed

**MCOM 240 Social Media** **3 sem. hrs.**
Social Media has transformed how professionals reach their audiences. It is essential for those entering a wide variety of fields to be prepared to use these new tools and platforms effectively. This course explores the opportunities, challenges and implications of social media usage for the communications profession, including journalism, public relations, business and marketing. The course structure will be in part “seminar” course format, so preparation and participation are essential for success. Additionally, the course will be in part lab work. • Fall

**MCOM 300 Media Law and Ethics** **3 sem. hrs.**
This course will introduce you to basic communication law and ethics. We will be studying laws that have been interpreted by the Supreme Court of the United States, as well as some appellate courts, and their interpretations are the final world. Fall

**MCOM 307 Public Relations** **3 sem. hrs.**
This course is a general overview of the field of public relations-how it functions in organizations and in society. The course proceeds from the perspective that public relations is a communication management function through which organizations adapt to, alter or maintain their environment in order to achieve organizational goal. The course addresses how public relations is used to improve productivity for business, government and not-for-profit organizations; how organizations can more effectively respond to regulatory initiatives and organization-wide strategic planning.
**Prerequisite:** For MCOM and GDES majors: MCOM 200 • Spring

**MCOM 310 Photojournalism** **3 sem. hrs.**
In depth study of photojournalism that includes assignment on deadline for all categories of photojournalism. Course includes individual assignments as well as photo essays and projects. Study of master photographers

and photojournalists is included. The impact of photography as an information/communication tool, legal and ethical issues are discussed.
**Prerequisite:** MCOM 216, MCOM 220 • Fall (odd years)

**MCOM 312 Advanced Newswriting and Copyediting 3 sem. hrs.**
Advanced newswriting and copyediting for print media, covering local government, beat reporters, multipart in-depth stories, ethics and the law. Course includes intensive copyediting, headline writing, use of computer-assisted reporting techniques and news preparation. • Spring
**Prerequisite:** MCOM 201

**MCOM 320 Advanced Photography 3 sem. hrs.**
Students create an individual photographic project, either aesthetic or technical in nature that will advance the students' personal work. To explore advance photography by looking into the works of master photographers.
**Prerequisite:** DCOM 216 •Spring (even years)

**MCOM 326 Documentary Photography 3 sem. hrs.**
The study and practice of using a DSLR camera to record an event or subject throughout the semester. Students learn to see the world around them in a new way and produce a documentary project. The course requires reading and writing about documentary photography, as well as producing images on a regular basis. This course will emphasis the understanding and compassion for the subject matter selected. Students will consider what do photographs do and not mean to us, what does it mean to do documentary projects and the telling stories with images. **Prerequisite:** DCOM 216 • Fall (even years)

**MCOM 330 Video Production 3 sem. hrs.**
Instruction and workshop in introductory video production. Students will learn basic skills related to filming, audio, lighting and editing and will master the techniques for making compelling short-term video content with a smartphone. To properly prepare students for possible work in the broadcast industry or for those working with the broadcast industry, this course will be taught primarily through hands-on experiences as well as lectures/class discussion. • Fall

**MCOM 331 Reporting for Electronic Media 3 sem. hrs.**
This course is designed to teach you the basic skills you need to write and report news for electronic media. In addition to developing a clear, concise and conversational writing style, emphasis will be placed on accuracy, grammar spelling and punctuation, strong leads, proper formatting, storytelling, interviewing skills, news judgement, shooting, editing and production.
**Prerequisite:** MCOM 200, MCOM 330 (may be taken during the same semester) • Fall

**MCOM 333 Advanced Video Production 3 sem. hrs.**
Hands-on instruction in field video production, digital video editing and studio production. Students will produce multiple video projects. Develop a "critical eye" through analysis of a variety of video productions (including commercials, documentaries, movies, etc.).
**Prerequisite:** MCOM 330 • Spring

**MCOM 405 Mass Communications Practicum II 3 sem. hrs.**
This course is developed to gain experience in writing, photography, video podcasting and radio for an online news site on deadline. Students will produce news and features, as well as social media content. Students will become familiar with the computers and various software programs. • Fall/Spring

**MCOM 414 Social Media Management** **3 sem. hrs.**

This internet is a dynamic marketplace if there ever was one. This class will give you a theoretical understanding of the internet marketplace that is necessary to adapt to its many changes, while also equipping you with the skills you'll need to perform vital daily functions. By the end of the course, you will be able to walk into a company with an outline presence and improve its digital marketing efforts. Topics include social media, emails, search engine optimization, reputation management and more. Students will use simulation software to gain "real-world" experience.

**MCOM 430 Studio Photography** **3 sem. hrs.**

Principals and techniques of advertising and studio photography as it applies to still photography. Emphasis on products and models as well as lighting and set design. Students will work in. a studio setting and a digital darkroom for post-production. **Prerequisite:** DCOM 216 •Spring (odd years)

**MCOM 445 Capstone** **3 sem. hr.**

Students will select a not-for-profit agency and redo branding for the agency. This includes website, video, marketing, public relations and social media material. Students will present work for client approval and then present it to the public.

**Prerequisite:** Senior level status • Fall

**MCOM 490 Internship** **3 sem. hrs.**

On-site work experience in media-related fields. Minimum of 300 working hours.

**Prerequisite:** With departmental approval • Fall/Spring

# Mathematics

*Bachelor of Science, Teaching Endorsement, Minor*

The mathematics curriculum promotes the development of skills in logical reasoning, problem solving, data analysis, and the communication of ideas. The Bachelor of Science in Mathematics provides students with a rigorous foundation in mathematical theory and applied quantitative skills that prepare them for diverse professional paths or graduate study.

Upon graduation, students who have majored in mathematics will be able to relate a core of basic mathematical concepts, use a variety of problems solving strategies, construct and communicate valid mathematical arguments, apply mathematical skills to problems in other disciplines, and make use of multiple technological tools for solving problems.

First year students intending to major in mathematics should have successfully completed four years of high school mathematics including some trigonometry. Students begin their major programs with MATH 200 Elementary Statistics, MATH 217 Calculus 1, or MATH 225 Discrete Mathematics. Anyone who is uncertain about their preparation for these courses is encouraged to consult with a member of the department.

First year students who intend to major in a field other than mathematics or a physical science are encouraged to take MATH 105 Math for Liberal Arts, MATH 111 College Algebra, or MATH 200 Elementary Statistics. Developmental courses are available as preparation for success in these courses.

**Bachelor of Science**

Requirements: A minimum of 46 credit hours consisting of mathematics core classes and electives

1. Mathematics core (37 hrs.): MATH 200, 217, 218, 219, 245, 305, 344, 348, 350, 405, 495
2. Mathematics electives (9 or more hrs.): MATH 225, 325, 358, 360, 406, 407

Electives should be chosen based on student interest and career goals. Students are encouraged to consult with a member of the department to discuss the best available options.

Recommended support courses include CSCI 201 Computer Programming 1, PHYS 231 College Physics 1, and MATH 490 Internship. These courses are not required.

**Minor Requirements:** MATH 217, 218, and 10 additional credit hours chosen from MATH 200 and MATH courses numbered above 218.

**Teaching Endorsement**

For K – 8 Mathematics Endorsement, coursework must include MATH 118, 119, 200, 225, CSCI 201, and 8 additional credits chosen from the following: MATH 111, 217, 218, 219, 305, 344

For 5 – 8 Mathematics Endorsement, coursework must include MATH 111, 118, 119, and one additional course from the following: MATH 105, 200, 217, 225, 344

For 5 – 12 Mathematics Endorsement, coursework must include MATH 200, 217, 218, 225, 305, 344, 440 and CSCI 201

**Faculty**

**Ms. Sarah Landis**, Assistant Professor of Mathematics and Chairperson
**Mr. Thomas Mayer**, Assistant Professor of Mathematics

**Dr. Mathbar Raut**, Assistant Professor of Physics and Mathematics
**Dr. Charles Shaffer**, Professor of Mathematics *Emeritus*
**Dr. Craig Kalicki**, Professor of Mathematics *Emeritus*
**Ms. Michelle Nemmers**, Professor of Mathematics *Emerita* *

**Mathematics Courses (MATH)**

**MATH 105 Mathematics for Liberal Arts Students** **3 sem. hrs. (QL)**
An introduction to the nature of mathematics and its applications in the physical world. Topics include numerical reasoning, symbolism and algebra, geometric reasoning and measurement, the function concept, discrete mathematics and algorithms, probability and statistical reasoning, mathematical modeling, and inductive and deductive arguments.
**Prerequisite:** MATH 10 or recommendation of the department chairperson •Alternating Fall & Spring

**MATH 111 College Algebra** **4 sem. hrs. (QL)**
Functions and graphs, mathematical modeling, linear functions, average rate of change, exponential functions, relative rate of change, exponential growth and decay, logarithmic functions, quadratic functions, polynomial and rational functions, systems of linear equations, matrices.
**Prerequisite:** Recommendation of the department chairperson based on mathematics assessment. • Spring

**MATH 118 Mathematics for Elementary Teachers I** **3 sem. hrs. (QL)**
Emphasis on the understanding of mathematics taught in elementary school using a problem- solving approach and recommendations of the Iowa Core Mathematics. Topics from basic mathematics include numeration systems, whole numbers, operations, problem solving, measurement, sequences, sets, functions, Venn diagrams, and mathematical reasoning.
**Prerequisite:** MATH 10 or recommendation of the department chairperson based on mathematics assessment • Fall

**MATH 119 Mathematics for Elementary Teachers II** **3 sem. hrs.**
Continued emphasis on the understanding of mathematics taught in elementary school using a problem-solving approach and recommendations of the Iowa Core Mathematics. Topics include number theory, integers, fractions, decimals, rational and irrational numbers, proportions, percent, geometry, probability, and statistics.
**Prerequisite:** MATH 118 • Spring

**MATH 200 Elementary Statistics** **4 sem. hrs. (QL)**
An introduction to the theory and applications of statistics intended for students in business, nursing and the social sciences, but also recommended for students in the liberal arts. Topics include measures of central tendency and variability, probability distributions, confidence intervals, hypothesis testing, linear regression, correlation, analysis of variance and nonparametric statistics. This course is not open to those in a mathematics major.
**Prerequisite:** MATH 10 or recommendation of the department chairperson based upon mathematics assessment • Fall/Spring

**MATH 217 Calculus I** **4 sem. hrs.**
Functions, mathematical models, limits, continuity, slope and instantaneous velocity, derivatives, techniques of differentiation, related rates, linearization, exponential and logarithmic models, indeterminate forms, graphical analysis, optimization problems, antiderivatives, definite integrals, Fundamental Theorem of Calculus
**Prerequisite:** Recommendation of the department chairperson based on mathematics assessment. • Fall

**MATH 218 Calculus II** **4 sem. hrs.**
Techniques of integration, applications of definite integrals, numerical integration, improper integrals, differential equations, infinite series, convergence tests, power series, Taylor polynomials, parametric curves, polar curves.
**Prerequisite:** MATH 217 • Spring

**MATH 219 Calculus III** **4 sem. hrs.**
Vectors, lines and planes, vector-valued functions, curvilinear motion, functions of several variables, partial derivatives, linear approximations, directional derivatives and gradients, optimization, multiple integrals and applications, vector fields, line integrals.
**Prerequisite:** MATH 218 •Fall

**MATH 225 Discrete Mathematics** **3 sem. hrs.**
Set theory, sequences, counting principles, probability, matrix algebra, relations, functions, algorithms, ordering and binary operations, Boolean algebras, graphs and trees.
**Prerequisite:** MATH 111 or recommendation of the department chairperson based on mathematics assessment • Spring (odd years)

**MATH 245 Mathematical Reasoning** **3 sem. hrs.**
A bridge course to a fundamental conceptual understanding of the nature of abstract mathematics. Topics include inductive and deductive reasoning, abstraction and generalization, valid arguments, counterexamples, conjecture and proof, and methods of proof.
**Prerequisite:** MATH 218 • As needed

**MATH 305 College Geometry** **3 sem. hrs.**
A survey of topics in geometry with an emphasis on investigation and discovery. Topics include: axiomatic systems, incidence, betweenness, distance, angles, congruence, geometric inequalities, circles, parallelism, similarity, trigonometry, transformations, and non-Euclidean geometries.
**Prerequisite:** MATH 245 or consent of instructor • As needed

**MATH 324 Statistical Methods I** **3 sem. hrs.**
Topics include probability, principles of statistical inference, inferences on a single population, and inferences on two populations. Emphasis is placed on the understanding of basic concepts and the solutions of problems using computer output from realistic data similar to that occurring in common applications.
**Prerequisite:** MATH 111 or consent of instructor • As needed

**MATH 325 Statistical Methods II** **3 sem. hrs.**
Topics include analysis of variance, various types of regression, and other statistical techniques including t-tests and design of experiments. Emphasis is placed on the understanding of basic concepts and the solutions of problems using computer output from realistic data similar to that occurring in common applications.
**Prerequisite:** MATH 200 • As needed

**MATH 344 Linear Algebra** **3 sem. hrs.**
Systems of linear equations, matrix algebra, determinants, vector spaces, subspaces, basis and dimension, eigenvalues and eigenvectors, linear transformations and applications.
**Prerequisite:** MATH 218 • Spring (odd years)

**MATH 348 Ordinary Differential Equations** **3 sem. hrs.**

This course is a survey of topics in ordinary differential equations intended for students majoring in mathematics, physical sciences, and pre-engineering. Students should expect to develop some basic skills in the investigation of solutions of differential equations using a combination of analytical, qualitative, and numerical approaches; gain an appreciation of the value of mathematical modeling as a tool for describing and analyzing the behavior of physical systems; and become competent in the use of available technology for exploring mathematical concepts and solving problems.

**Prerequisite:** Math 219 or recommendation of the department chairperson based on mathematics assessment or placement in this class based on assessment scores. • As needed

**MATH 350 Abstract Algebra 1** **3 sem. hrs.**

An introduction to some of the fundamental algebraic structures with emphasis on the axiomatic method. Topics include mathematical induction, equivalence relations, divisibility, congruence relations, rings, integral domains, fields, polynomials rings, factorization, groups, abelian groups, cyclic groups, permutation groups, homomorphism and isomorphism, cosets, quotient structures, extension fields.

**Prerequisite:** MATH 245 • As needed

**MATH 358 Partial Differential Equations** **3 sem. hrs.**

This course will bridge students' knowledge from applications of ordinary differential equations and solvable problems therein to a broader application of methods in differential equations, including theory within methods of advanced single variable calculus, create re-expression of problems to find new solutions, interpretations of models to understand stable solution nodes, and application of theory to physical problems.

**Prerequisite:** MATH 348 • As needed

**MATH 360 Abstract Algebra 2** **3 sem. hrs.**

This course will expand upon students' knowledge of Abstract Algebra 1, applying new theories and ideas to old structures and models as well as introducing new constructions and categorizations to what was already taught in Abstract Algebra 1. Students will also be challenged to present and interpret proofs and argumentation of mathematical ideas with their peers and instructors.

**Prerequisite:** MATH 350 • As needed

**MATH 405 Real Analysis 1** **3 sem. hrs.**

Real Analysis 1 focuses on combining students' knowledge of advanced methods of single-variable calculus and methods of proof to demonstrate the foundations of modern calculus. Students will gain an understanding of the principles underscoring calculus and the techniques used to discuss and prove paramount results within single-variable calculus.

**Prerequisites:** Math 245 • As needed

**MATH 406 Real Analysis 2** **3 sem. hrs.**

Real Analysis 2 is a continuation of Real Analysis 1, requiring a foundational understanding of principle concepts of continuity, convergence, and differentiation to prove and expand the students' knowledge of integration and methods for function representation.

**Prerequisites:** MATH 219 and MATH 405 • As needed

**MATH 407 Mathematical Statistics** **3 sem. hrs.**

Topics include probability, calculation of moments (mean and variance), calculation of moment generating functions, principles of statistical inference, distributions of random variables, and the derivation of tests of statistical hypotheses. Emphasis is placed on the understanding of basic concepts, maximum likelihood

estimators, minimum variance estimators, sufficient statistics, the derivation of best tests, and the solutions of problems using computer output from realistic data similar to that occurring in common applications.
**Prerequisite:** MATH 218 • As needed

**MATH 440 Special Methods of Teaching Secondary School Mathematics 3 sem. hrs.**
This course is designed to provide students with knowledge and experience to enable them to become effective secondary mathematics teachers. Emphasis will be on instruction, curriculum design, problem solving, usage of technology, assessment, and national and state standards. Special attention will be given to the teaching of high school math subjects such as geometry, algebra, and more. Required field experience including a teaching component: 20 hours with a teaching component.
**Prerequisite:** MATH 218, MATH 225, EDUC 210, and EDUC 250 • As needed

**MATH 275, 375, 475 Independent Study 1 - 3 sem. hrs.**
Topics chosen from an area of mathematics of interest to the student and the instructor. Available to mathematics majors and minors only.
**Prerequisite:** consent of the department chairperson

**MATH 490 Internship 3 sem. hrs.**
Experience involving applications of undergraduate mathematics in an industrial or commercial setting. Open to junior and senior mathematics majors with consent of the department chairperson.
**Prerequisite:** consent of the department chairperson

**MATH 495 Mathematics Capstone 3 sem. hrs.**
This course will further develop problem-solving and mathematical communication skills. Considers the relationship of mathematics to various other disciplines, the historical development of mathematics, and the relationship between mathematics and the Franciscan Values.
**Prerequisites:** Junior or Senior status and MATH 245 • As needed

**MATH 01 Intensive Study 1 sem. hr.**
Intensive review of problem-solving techniques. Open to junior mathematics majors.
**Prerequisite:** consent of instructor • As needed

**MATH 03 Intensive Study 1 sem. hr.**
Intensive study of an advanced topic in mathematics. Open to senior mathematics majors.
**Prerequisite:** consent of instructor • As needed

# Medical Laboratory Science

*Bachelor of Science*

The purpose of the medical laboratory science major is to provide students who wish to become medical laboratory scientists a broad liberal arts background which they can take advantage of throughout their professional careers. The Bachelor of Science degree in medical laboratory science consists of three years of academic coursework on the campus of Briar Cliff University followed by a clinical year at one of a variety of medical laboratory science programs approved by the American Medical Association. Students who are beginning their junior year will be applying for admission to these programs. The clinical year of such programs is credited as one year of academic work at Briar Cliff University (31 semester hours). The successful completion of the clinical portion of the program results in the awarding of the baccalaureate degree.

**Faculty**
**Dr. David Hoferer**, Professor of Biology and Environmental Science, Chairperson
**Dr. Seongcheol Kim**, Associate Professor of Biochemistry
**Dr. Humanath Poudel,** Assistant Professor of Chemistry

**Students are required to fulfill the general graduation requirements and the following courses: (RI)**
BIOL 151, 221, 222, 339, 357, 400; CHEM 111, 111L, 112, 112L, 337, 337L, 338, 338L, 442, 442L; PHYS 121, 122; and MATH 200.

**Representative courses in the clinical year are:** Clinical Microscopy/Urinalysis, Clinical Hematology/Coagulation, Clinical Microbiology, Clinical Serology/ Immunology, Clinical Chemistry, Clinical Immunohematology, Orientation to Medical Laboratory Science, Management and Supervision/Education/ Methodologies/ Introduction to Research.

Upon graduation, students majoring in Medical Laboratory Science will be able to be proficient in performing the full range of clinical laboratory tests in areas such as hematology, clinical chemistry, immunohematology, microbiology, serology/ immunology, coagulation, molecular, and other emerging diagnostics, play a role in the development and evaluation of test systems and interpretive algorithms, have diverse responsibilities in areas of analysis and clinical decision-making, regulatory compliance with applicable regulations, education, and quality assurance/performance improvement wherever laboratory testing is researched, developed or performed, and possess basic knowledge, skills and relevant experiences in:

A. Communications to enable consultative interactions with members of the healthcare team, external relations, customer service and patient education;
B. Financial, operations, marketing and human resource management of the clinical laboratory to enable cost-effective, high-quality, value-added laboratory service;
C. Information management to enable effective, timely, accurate and cost-effective reporting of laboratory-generated information; and
D. Research design/practice sufficient to evaluate published studies as an informed consumer.

# Middle School Education

*Teaching Endorsement*

The candidate seeking the middle school endorsement must be enrolled in either the general elementary endorsement or one of the subject matter secondary level endorsements.

**Middle School Teaching Endorsement Requirements:** Professional Education Core: EDUC 100, 101, 250, 01IS, 270, 290, 318, 330, 452, and student teaching. **Supporting Courses:** EDMI 421, EDEL 462 or EDUC 423 with EDUC 09IS, and PSYC 354. In addition, a candidate seeking a middle school endorsement must complete two, twelve-hour areas of specialization in language arts, science, social studies, or mathematics. Thirty hours of practicum experience in a middle level school is also required.

**Faculty**

See Education.

**Middle School Education Courses (EDMI/EDUC/EDEL)**

**EDMI 421 Teaching in the Middle School** **3 sem. hrs.**

The structure and curriculum of the middle school are studied in relationship to educational objectives and research in human development. Careful analysis will be made of research- based models for curriculum design and instruction in the middle school, specifically grades 5-8. Interdisciplinary teaming, advisories, and other strategies supporting the rationale of the middle school concept will be addressed.

**Prerequisites**: EDUC 100, 101, 250, 01IS, and acceptance into the Teacher Education Program

**EDUC 423 Content Area Literacy (for K-12 and Secondary Majors)** **3 sem. hrs.**

This course prepares secondary and K-12 teachers in the use of literacy strategies (reading, writing, listening, and speaking) for secondary students and how to infuse these strategies throughout the curriculum. EDUC 09IS Content Area Literacy Practicum is taken in conjunction with EDUC 423.

**Prerequisites:** EDUC 100, 101, and acceptance into the Teacher Education Program

**EDUC 09IS Content Areal Literacy Practicum (for K-12 and Secondary Majors)** **1 sem. hr.**

This 30-hour field experience is designed to provide secondary and K-12 teacher candidates an opportunity to observe and participate in the teaching of literacy in their respective content areas. Teacher candidates will apply research-based literacy strategies. This practicum is taken in conjunction with EDUC 423 Content Area Literacy.

**Prerequisites**: EDUC 100, 101, 250, 01IS, and acceptance into the Teacher Education Program

**EDEL 462: Teaching Elementary Literacy I** **3 sem. hrs.**

This course examines the foundations and science of reading, including how literacy develops, how the brain learns to read, theoretical frameworks and models, and the role of language processing. This course focuses on early literacy, word recognition, and fluency, including print concepts, letter knowledge, phonemic awareness, and decoding and encoding high frequency, regular, irregular, and multisyllabic words. Students develop and apply understanding of diverse learners, explicit, systematic literacy instruction, and evidence-based practices to the teaching of early literacy, word recognition, and fluency across the elementary and middle school grades.

**Prerequisites**: Admitted to Teacher Preparation Program, EDEL 241

# Music

*Teaching Endorsement*

**K-8 Teaching Endorsement (25 credits)**
MUSC 114 - Music Theory I (3 credits)
MUSC 114L Music Theory Lab I (1 credit)
MUSC 115 - Music Theory II (3 credits)
MUSC 115L - Music Theory Lab II (1 credit)
MUSC 125 - Listening to Popular Music (3 credits)
MUSC 220 - Listening to Great Music (3 credits)
MUSC 255A - Piano Lessons (1 credit)
MUSC 260A - Voice Lessons (1 credit)
MUSC 345 - Methods of Teaching Music in the Elementary School (3 credits)
MUSC 440 - Methods of Teaching Music in the Secondary School (3 credits)
MUSC 445 - Instrumental Music Education Methods (3 credits)

**K-12 Teaching Endorsement (28 credits)**
MUSC 114 - Music Theory I (3 credits)
MUSC 114L Music Theory Lab I (1 credit)
MUSC 115 - Music Theory II (3 credits)
MUSC 115L - Music Theory Lab II (1 credit)
MUSC 125 - Listening to Popular Music (3 credits)
MUSC 220 - Listening to Great Music (3 credits)
MUSC 255A - Piano Lessons (1 credit)
MUSC 260A - Voice Lessons (1 credit)
MUSC 345 - Methods of Teaching Music in the Elementary School (3 credits)
MUSC 437 - Conducting I (3 credits)
MUSC 440 - Methods of Teaching Music in the Secondary School (3 credits)
MUSC 445 - Instrumental Music Education Methods (3 credits)

**Faculty**
**Dr. Will Chandler,** Assistant Professor of Music, Director of Choral and Music Programs
**Sr. Mary Day,** Associate Professor of Music *Emerita*
**Sr. Mary Arnold Staudt,** Assistant Professor of Music *Emerita*

**Music Courses (MUSC)**

**MUSC 114 Music Theory I** **3 sem. hrs.**
An introductory course covering the basic elements of music including pitch, notation, rhythm, meter, scales, key signatures, modes, intervals and triads. This course is designed for the student with little or no background in music theory. Students with previous formal instruction in music theory may request to test out of this course by passing a Fundamentals Exam (see instructor). • Fall (even years)

**MUSC 114L Music Theory Lab I** **1 sem. hr.**
Sight singing and ear training lab corresponding to the regular lecture classes in Music Theory I. This course introduces students to sight singing using solfege syllables and to basic ear training skills. Exercises in keyboard harmony are also included. • Fall (even years)

**MUSC 115 Music Theory II** **3 sem. hrs.**
Continued study of tonality in vocal and instrumental music including four-part choral writing and voice leading procedures. Also includes harmonic cadences, nonharmonic tones, melodic organization, rhythm, texture, and dominant seventh chords.
**Prerequisite:** MUSC 114 or permission of instructor • Spring (odd years)

**MUSC 115L Music Theory Lab II** **1 sem. hr.**
Sight singing and ear training lab corresponding to the regular lecture classes in Music Theory II. Basic practice in sight singing and melodic and harmonic dictation. Exercises in keyboard harmony are also included.
• Spring (odd years)

**MUSC 125 Listening to Popular Music** **3 sem. hrs. (AL)**
This music appreciation course focuses on the history and evolution of rock music. Topics include ragtime, Tin Pan alley, jazz, rhythm and blues, gospel, country, soul, Motown, British invasion, folk psychedelic rock, southern rock, heavy metal, art and glitter rock, ska and reggae, punk rock, new wave, funk, disco, hip-hop and rap. All reading assignments, listening assignments, writing assignments, quizzes and exams are completed online. • Fall, Spring, Summer

**MUSC 220 Listening to Great Music** **3 sem. hrs. (AL)**
A survey of music literature with the purpose of furnishing a basis for informed listening to music. The course is designed to give an understanding of the various genres and forms of music, introduce different historical styles or art music, and expose the student to selection from the standard art music literature. There will be some time spent exploring traditional folk music, religious music, jazz, popular music, and music from the Eastern and Western cultures of the world. A large portion of the class will be used to explore traditional classical music. The elements of music will be introduced in order to help the student understand common terminology used while discussing music. There will be a great deal of listening to music in this course along with daily reading from the textbook. • Fall/Spring

**MUSC 247 Music History and Literature I** **3 sem. hrs.**
A study of musical developments in art music from their origins through the Pre-classical era (1760-70). Special emphasis is placed on the evolution of styles, forms, instrumentation, and performance practice. Areas to be explored include (but are not limited to): music of Antiquity; the development of Gregorian chant, organum, the isorhythmic motet, and the rise of the secular song in the Middle Ages; the importance of the Mass, the Motet, and the Madrigal in the Renaissance; the beginning of opera and the rise of instrumental music in the Baroque and Pre- classical eras. The musical elements will be introduced and the student is expected to do aural analysis and be able to identify through listening the music and forms from each of these period of music history. • Fall

**MUSC 248 Music History and Literature II** **3 sem. hrs.**
A study of musical developments in art music from the Classical Period (1760-70) through to the present day. Special emphasis is placed on the evolution of styles, forms, instrumentation, and performance practice. The emergence and development of the symphony, sonata, concerto, art song, and opera will be studied as well as a variety of different music compositional styles. These styles include (but are not limited to): Classical, Romanticism, Impressionism, Expressionism, Neoclassicism, Primitivism, Serialism, Aleatoric music, Electronic music, Neoromanticism, and Minimalism. Very little emphasis will be placed on popular music or jazz. The musical elements will be introduced and the student is expected to do aural analysis and be able to identify through listening to music and forms from each of these periods of music history. • Spring

**MUSC 314 Music Theory III** **3 sem. hrs.**

Continued study of harmony including non-dominant sevenths, secondary dominants and leading tones, modulation and basic binary and ternary form. Introduction to altered chords including Neapolitan 6ths, borrowed chords and augmented 6th chords.

**Prerequisite:** MUSC 115 • Fall (odd years)

**MUSC 314L Music Theory Lab III** **2 sem. hrs.**

Sight singing and ear training lab corresponding to the regular lecture classes in Music Theory III. Intermediate practice in sight singing and melodic and harmonic dictation. Exercises in keyboard harmony are also included.

• Fall (odd years)

**MUSC 315 Music Theory IV** **3 sem. hrs.**

Introduction to late Renaissance polyphony, eighteenth-century counterpoint and the fugue. Extended and chromatic harmony including 9th, 11th, and 13th chords. Sonata form, rondo form, and variation technique. Introduction to contemporary music of the 20th and 21st centuries including twelve-tone technique and set theory analysis. • Spring (even years)

**MUSC 340 Piano Pedagogy** **2 sem. hrs.**

Interactive seminar focused on piano pedagogy, piano performance/technique and piano repertoire. Various pedagogical techniques and learning theories will be discussed with the primary focus on beginning level students in both private and group settings. The course will also survey current piano methods and investigate approaches to teaching technique, theory, sight reading, improvisation, and the business aspects of studio teaching. The performance component will focus on technical development, physical awareness, performance anxiety, memorization and style interpretation. Piano literature from the four principle style periods will be discussed and analyzed from a performance perspective. This will include both concert repertoire and teaching repertoire.

**Prerequisite:** Departmental approval and permission of instructor. •As needed

**MUSC 345 Methods of Teaching Music in the Elementary School** **3 sem. hrs.**

A preparation for teaching music in the primary and intermediate grades. Activities for singing, rhythm, listening, body movement and creative activities, with emphasis on curriculum development and lesson planning. For Music major and minors only. Students must complete 20 hours of observation/teaching in an assigned field experience. • As needed

**MUSC 425 One World: Music of the World's Peoples** **3 sem. hrs.**

An introduction to non-Western music encountered in Native America, East Asia, Africa, India, Latin America, and the Middle East. This course explores musical cultures throughout the world examining a panorama of musical expression - music as a universal activity, discovering how other cultures create music and how they define it, how and when music is used in daily life and for special events, revealing how music is an expression of culture.

**Prerequisite:** Honors student, music major or minor • As needed

**MUSC 437 Conducting I** **3 sem. hrs.**

The techniques and skills of communication via gesture are explored in this skill-oriented course. Application will focus on concise techniques, use of right and left hand, cueing, phrasing, negation, gesture of syncopation, and releases. Students who are not music majors or minor should obtain the consent of the instructor before registering for the course. • Fall (odd years)

**MUSC 438 Conducting II** **3 sem. hrs.**

Following successful completion of MUSC 437, this course is a continuation and development of choral musicianship through conducting and study of choral literature. The addition of active and passive gestures as well as left hand fluency will be emphasized in this course. In-class conduction of recitatives, anthems, and other literature serves to integrate and apply skills.

**Prerequisite:** MUSC 437 • Spring (even years)

**MUSC 439 Choral Procedures** **2 sem. hrs.**

Following successful completion of MUSC 438, lectures and discussion will center around the choral rehearsal. Error detection, problem-solving and sound refinement are the critical skills to be developed. It is intended and desired that a laboratory choir be found to facilitate hands-on learning. It is the marriage of these new skills to the basic conducting skills learned in previous semesters that constitute the ultimate goal of this class.

**Prerequisite:** MUSC 438 and permission of instructor • As needed

**MUSC 440 Methods of Teaching Music in the Secondary School** **3 sem. hrs.**

A comprehensive course dealing with teaching learning systems, materials, curriculum development, and lesson planning in junior high and high school music programs. Students must complete 20 hours of observation/teaching in an assigned field experience.

**Prerequisite:** Permission of instructor • Fall (even years)

**MUSC 445 Instrumental Music Education Methods** **3 sem. hrs.**

A comprehensive course dealing with teaching learning systems, instrumental methods, curriculum development, and lesson planning in 5-12 band programs. A nominal background in string instruments is also included. Students must complete 20 hours of observation/teaching in an assigned field experience.

**Prerequisite:** Permission of instructor • Spring (odd years)

**MUSC 175, 275, 375, 475 Independent Study** **3 sem. hrs.**

Open to students who wish to engage in directed research in a selected area.
With departmental approval

**MUSC IS** **1 or 2 sem. hr.(s).**

| | | | |
|---|---|---|---|
| 02IS | Accompanying | 06IS | German Diction |
| 03IS | French Diction | 09IS | Vocal Pedagogy |
| 04IS | Italian Diction | 18IS | Opera Workshop |
| 05IS | Senior Recital or Senior Project (required) | 20IS | Conducting |
| | | 22IS | Music Technology (required) |

**Ensembles** **1 sem. hr. each**

Various performance opportunities are offered to all students by the music department.
Participation in all groups is decided by audition or permission of instructor. • Fall/Spring

Chamber Choir 48M
Cliff Singers 50M
Jazz Ensemble 55M

**MUSC Applied Lessons** **1 or 2 sem. hr.(s).**

| Applied Lessons | First-year students & Sophomore | Junior & Senior |
|---|---|---|
| Organ | MUSC 250 | MUSC 450 |

| | | |
|---|---|---|
| Piano | MUSC 255 A (1) | MUSC 455 A (1) |
| Piano | MUSC 255 B (2) | MUSC 455 B (2) |
| Voice | MUSC 260 A (1) | MUSC 460 A (1) |
| Voice | MUSC 260 B (2) | MUSC 460 B (2) |

An additional fee is charged for private lessons in organ, piano and voice.

**Class instruction** in piano and voice are offered for students with little or no background.

• As needed

**MUSC 62M New York Experience** **2 sem. hrs.**

A travel immersion with an emphasis on study of the Broadway musical in the most developed city for the art form in the United States, if not the world, New York City.

• As needed

# Nursing

*Bachelor of Science in Nursing*

The Briar Cliff University Department of Nursing has an upper division BSN program for students who are not already registered nurses (pre-licensure program). This program leads to eligibility to take the NCLEX-RN licensure examination for registered nurses. A 2.75 Cumulative GPA (CGPA) is required for admission, progression, and graduation with the BSN degree. Students are charged laboratory fees to cover the cost of clinical supplies.

The Mission of the Department of Nursing at Briar Cliff University is to educate bachelor and graduate prepared nurses to promote health, healing, and hope of persons, through advocating for social justice within the community. Foundational to this mission is organic integration of faith, learning, and service.

The vision of the Department of Nursing at Briar Cliff University is to:

- Foster holistic personal and professional development through life-long learning.
- Prepare nurses who engage in reflective practice related to health and quality of life in a variety of health care settings.
- Develop nurses who participate in ethical decision making focusing on health equity and improving quality of life.
- Provide a foundation for critical thinking and for the development, integration, and evaluation of new or expanded knowledge into practice.
- Prepare nursing leaders and mentors for a rapidly changing healthcare system.
- Enhance collaborative partnerships with other health care, educational, faith based, and social service providers and the public at large.

Foundational to this mission is an organic integration of faith, learning, and service and is lived in the relationships as the faculty and students develop and continue collaborative partnerships with other healthcare, educational, faith-based, and social service providers and the public at large.

**Essential Functions of the Department of Nursing**

Briar Cliff University prohibits denial of university privileges to students or applicants for admission based on race, color, religion, gender, national origin, age, or disability (unless such disability would prevent the provision of safe care). Admission criteria do not discriminate against persons with disabling conditions. All candidates must meet minimum essential function standards to be eligible for admission and progression in the programs to function successfully as students. The following general abilities have been identified as necessary to meet the essential functions for admission: The student must possess the functional use of the sense of sight, touch, hearing, and smell. Each student must also possess a sense of equilibrium along with sufficient motor function to carry out psychomotor activities required in nursing. Additionally, the student must possess the cognitive and affective skills to perform the assessment and intervention activities required to provide nursing care. These essential functions will be required to meet the objectives of undergraduate courses and will be evaluated throughout the program. Appropriate auxiliary aids and services for people with impaired sensory, manual, or speaking skills may be utilized unless providing some would fundamentally alter the course or would result in an undue burden.

The Bachelor of Science in Nursing, the Master of Science in Nursing, and the Doctor of Nursing Practice programs at Briar Cliff University are accredited by the Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation) and recognized and/or approved by the Iowa Board of Nursing.

**Standards for Professional Conduct**
Upon admission, all students are required to sign and adhere to the Professional Conduct Standard.

Nursing students at Briar Cliff University are active participants in the educational process which prepares them for entry into the profession of nursing. It is the faculty's expectation that students will develop cognitive, affective, and psychomotor skills necessary to meet the demands of professional nursing in the ever-changing environment of the health care delivery system. The Essential Functions of the Department of Nursing describe the physical abilities nursing students need to possess to successfully achieve the program outcomes. As active participants, students are expected to develop professional behaviors beyond the classroom and clinical areas, which represent knowledge of personal and professional responsibilities, and behaviors consistent with the American Nurses' Association (ANA) Code of Ethics (2015).

**Requirements for Participation in Clinical Experiences**
Prior to engaging in any clinical experience, students must provide documentation of their physical health status. Immunizations must include documentation of hepatitis B vaccination (or a signed waiver), two MMRs, Varicella immunity, and an updated Diphtheria, Tetanus, and Pertussis (DTaP) immunization. Students are required to receive annual influenza immunization. Students not vaccinated for Covid-19 may not be able to complete clinical activities in facilities which require the Covid-19 vaccination, which can impact completion of program requirements. Students must hold current certification for Basic CPR for Healthcare Providers. In addition, upon acceptance to the nursing major, students must complete a criminal background check through the vendor selected by the Department of Nursing.

**Student Learning Outcomes**
Upon graduation, students majoring in nursing will be able to:

- Solidify caring, holistic relationships with multiple individuals through being, knowing, acting with compassion and respecting cultural, racial, and ethnic diversity in the global society.
- Synthesize the breadth and depth of knowledge from the humanities and natural and social sciences in the application of the art and science of nursing to multiple individuals.
- Utilize the art and science of nursing to determine interventions to promote the health of all individuals.
- Integrate nursing concepts into the art and science of nursing theory.
- Collaborate, using a variety of communication skills, with individuals and inter/intraprofessionals to promote optimal health outcomes for all individuals.
- Utilize decision-making processes based on legal, ethical, political, sociocultural, and spiritual dimensions while demonstrating leadership and in the delivery of health care.
- Incorporate responsibility and accountability for the ongoing evaluation of the effectiveness of one's own nursing practice.
- Evaluate the teaching/learning needs of self and of all individuals in the provision of nursing interventions.
- Critique and integrate evidence from nursing research into the art and science of nursing.
- Establish the knowledge, skills, and attitudes necessary to continuously improve the quality and safety of the health care systems in which they practice.

**Bachelor of Science in Nursing (Pre-licensure program) Requirements:** Students admitted to the university may apply for admission to the nursing major during the spring semester of their sophomore year. Application forms may be obtained from the Pre-Licensure Nursing Program Director. A cumulative grade point average (CGPA) of 2.75 on a 4.0 scale must be maintained for admission and progression. **Prior to acceptance into the nursing major students are required to complete the following courses and earn a "C" or better:** BIOL 221, BIOL 222, BIOL 339, BIOL 240, BIOL 340/NURS 339, CHEM 109, PSYC 110, PSYC 280, PSYC 360, MATH 200, and SOCY 124. **Students may only repeat two of the pre-requisite courses, within the previous two years.** Decisions regarding acceptance to the nursing major are made by the faculty of the Department of Nursing. The following nursing courses are required: NURS 300, 302, 312, 322, 332, 360, 365, 370, 400, 402, 460, 465, 475, and 480. **A grade of "C" or better must be attained in all nursing courses to progress to the next nursing course. Students are unable to pass a course without also passing the clinical component of the course.** Transfer courses are subject to department approval.
*Note: It is the responsibility of students to establish realistic academic loads (in light of work and home obligations) which permit them the time needed to satisfactorily meet course and program requirements.*

**Faculty**
**Dr. Shannon Merk,** Department Chair of Nursing
**Dr. Kellie Crowl**, Assistant Professor of Nursing
**Ms. Dawn Hobbs,** Assistant Professor of Nursing, BSN Program Director, Clinical Coordinator
**Ms. Erin Neldeberg,** Assistant Professor of Nursing
**Dr. Shannon O'Connell-Persaud,** Associate Professor of Nursing
**Dr. Robyn Rentschler,** Assistant Professor of Nursing, Simulation Lab Coordinator
**Dr. Sandra Scholten,** Assistant Professor of Nursing, Graduate Program Director
**Dr. Heather Stehr,** Assistant Professor of Nursing
**Dr. Stacy Stoterau,** Assistant Professor of Nursing
**Ms. Connie Windeshausen,** Assistant Professor of Nursing
**Dr. Barb Condon,** Professor of Nursing *Emerita*
**Dr. Carolyn Leman**, Professor of Nursing *Emerita*
**Dr. Patricia Miller, C.H.M.,** Professor of Nursing *Emerita*
**Dr. Rick Petersen,** Professor of Nursing *Emerita*

**Nursing Courses (NURS)**

**NURS 279 Youth Mental Health First Aid** **1 sem. hr (1:0)**
Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. Youth Mental Health First Aid is primarily designed for adults who regularly interact with young people.

**NURS 300 Evidence Based Nursing Practice** **3 sem. hrs.**
This course focuses on the utilization of evidence in nursing practice.
**Prerequisite:** NURS 312, NURS 365 • Spring

**NURS 302 Foundational Nursing Concepts** **5 sem. hrs. (3:2)**
Foundational Nursing Concepts provides an introduction to the scientific and theoretical concepts of nursing practice. Concepts: Health, Patient-Profile, Professional Nursing, and Health Care Concepts of the individual will be introduced. Laboratory experiences provide opportunities to develop foundational skills in nursing care of the individual.
**Prerequisite:** admission to the major • Fall

**NURS 312 Concepts for Beginning Nursing Practice** **5 sem. hrs. (2.5:2.5)**
This course provides the initial theoretical basis for the application of the nursing process in caring for the individual across the lifespan. Students will explore the use of pharmacologic agents utilized in beginning nursing practice. Direct and indirect experiences focus on the provision of beginning nursing care related to the concepts: Health, Patient-Profile, Professional Nursing, and Health Care.
**Prerequisite:** NURS 302, NURS 322 • Fall

**NURS 322 Health Assessment** **3 sem. hrs. (2:1)**
This course provides the foundation to implement the assessment phase of the nursing process to care for the individual across the lifespan. Such preparation precedes clinical application in a variety of healthcare settings. Laboratory experiences focus on the assessments of the concepts: Health, Patient-Profile, Professional Nursing, and Health Care.
**Prerequisite:** admission to the major • Fall

**NURS 332 Concepts for Reproduction and Sexuality** **3 sem. hrs. (2:1)**
This course provides the theoretical basis for the concepts of reproduction and sexuality. Students will explore the use of pharmacologic agents related to these concepts. The direct and indirect care experiences component will have an emphasis on women's health.
**Prerequisite:** NURS 312, NURS 365 • Spring

**NURS 356 Biological and Health Aspects of Aging** **3 sem. hrs. (3:0)**
This course will survey healthy behaviors in aging people, review biological aspects of aging, identify economics of long-term care, and provide pharmacological information for an aging population.
**Prerequisites:** None • Spring

**NURS 360 Concepts for Intermediate Nursing Practice I** **5 sem. hrs. (2.5:2.5)**
This course focuses on the enhanced application of the nursing process in caring for the individual across the lifespan. Didactic and indirect and direct care experiences focus on the provision of nursing practice and the use of pharmacological agents related to the intermediate aspects of the concepts within: Health, Patient-Profile, Professional Nursing, and Health Care.
**Prerequisite:** NURS 312, NURS 365 • Spring

**NURS 365 Pediatric Growth and Development** **2 sem. hrs. (1:1)**
This course focuses on the concepts of growth and development. Didactic and direct and indirect care experiences emphasize the stages of pediatric development.
**Prerequisite:** NURS 302, 322 • Fall

**NURS 370 Concepts for Intermediate Nursing Practice II** **5 sem. hrs. (2.5:2.5)**
This course focuses on the enhanced application of the nursing process in caring for the individual across the lifespan. Didactic and indirect and direct care experiences focus on the provision of nursing practice and the use of pharmacological agents related to the advanced aspects of the concepts within: Health, Patient-Profile, Professional Nursing, and Health Care.
**Prerequisite:** NURS 360 • Spring

**NURS 400 Psychosocial Concepts of Nursing Practice** **4 sem. hrs. (3:1)**
This course focuses on the enhanced application of the nursing process in caring for the individual across the lifespan. Didactic and indirect and direct care experiences focus on therapeutic communication, the provision

of nursing practice, and the use of pharmacological agents related to the psychosocial aspects of the concepts within: Health, Patient-Profile, Professional Nursing, and Health Care.
**Prerequisite:** NURS 300, 332, 370 • Fall

**NURS 402 Population Health 4 sem. hrs. (3:1)**
This course addresses health of populations, from an interdisciplinary perspective, and describes collaborative activities for the improvement of equitable population health outcomes. Students will assess the impact of the Social Determinants of Health and globalization on individual and population health, analyze data related to key measurements of population health nationally and globally, and will develop strategies to impact population health. Topics, as they relate to health promotion and disease prevention, will include: disaster management, healthcare economics, advocacy, social justice, effective partnerships, and vulnerable populations. The direct and indirect care experiences will provide opportunities to explore nursing/healthcare in a variety of community and public health settings and work with diverse populations.
• Spring

**NURS 460 Nursing Leadership and Management 4 sem. hrs. (3:1)**
This course focuses on theories and concepts of clinical decision making, leadership, management, and the change process in relationship to the application of the nursing process in various health care settings. Didactic and indirect and direct care experiences emphasize Professional Nursing and Health Care concepts.
**Prerequisite:** NURS 400, 480 • Spring

**NURS 465 Nursing Preceptor Experience 4 sem. hr. (1:3)**
As the final course in preparation for nursing practice, NURS 465 facilitates a smooth transition from student to registered nurse in the clinical setting. The course fosters growth and development of the student by encouraging the integration and utilization of knowledge gained from all disciplines of the liberal arts, baccalaureate education. The knowledge gained through the various courses specific to nursing will be particularly utilized as the student continues to critically think while assuming responsibilities congruent with the role of the registered nurse in prioritizing and delivering quality, compassionate care for a group of clients.
**Prerequisite:** NURS 400, 480 • Spring

**NURS 475 Transitions into Professional Nursing 2 sem. hr.**
This course provides graduating basic option seniors the opportunity for securing their professional nursing position, writing NCLEX examination and practicing in their first nursing position. Emphasis is placed on lifelong learning, personal and professional development, call/ vocational discernment, leadership and integrating values, and ethics in decision making.
**Prerequisite:** NURS 400, 480 • Spring

**NURS 480 Concepts for Complex Nursing Practice 6 sem. hrs. (3:3)**
This course focuses on the enhanced application of the nursing process in caring for the individual across the lifespan. Didactic and indirect and direct care experiences expand on the provision of nursing practice and the use of pharmacological agents related to the complex and interrelated aspects of the concepts within: Health, Patient-Profile, Professional Nursing, and Health Care.
**Prerequisite:** NURS 300, 332, 370 • Fall

# Photography

*Minor*

More people are interested in photography today, due in large part to cell phones. The availability of this technology seems to spark an interest in photography as a hobby. Many would like to move on and do more with photography, whether it be the enthusiast or the professional. The photography minor not only supports individuals that plan to pursue a full-time or part-time career in photography, but it also supports other jobs to where photography is a responsibility.

**Minor:** Requires six courses approved by the Chairperson

**MCOM 106 Smartphone Photography** **3 sem. hrs.**

This course will examine the use of a smartphone's camera through shooting, editing, sharing and printing your images. Students will become familiar with basic photography controls of their phone, composition and lighting. • Spring

**MCOM 216 Basic Photography** **3 sem. hrs.**

Introduction to digital photography. Material covered includes operation of a professional digital camera including aperture, shutter and depth of field in manual control. Camera handling and care lighting, composition, visual communication and photographic history. Extensive post-production using Photoshop software application is required. Lab fee includes camera rental fee. •Fall/Spring

**MCOM 310 Photojournalism** **3 sem. hrs.**

To gain experience in advance photography in a photojournalism environment. Students will study all areas of photojournalism including master photographers, photojournalist and ethics of photojournalism. Extensive field and classroom work as well as photo assignments are included. Images will be submitted electronically.

**Prerequisite:** DCOM 216 •Spring (odd years)

**MCOM 320 Advance Photography** **2 sem. hrs.**

Students create an individual photographic project, either aesthetic or technical in nature that will advance the students' personal work. To explore advance photography by looking into the works of master photographers.

**Prerequisite:** DCOM 216 •Spring (even years)

**MCOM 326 Documentary Photography** **2 sem. hrs.**

The study and practice of using a DSLR camera to record an event or subject throughout the semester. Students learn to see the world around them in a new way and produce a documentary project. The course requires reading and writing about documentary photography, as well as producing images on a regular basis. This course will emphasis the understanding and compassion for the subject matter selected. Students will consider what do photographs do and not mean to us, what does it mean to do documentary projects and the telling stories with images. **Prerequisite:** DCOM 216 • Fall (even years)

**MCOM 430 Studio Photography** **2 sem. hrs.**

Principals and techniques of advertising and studio photography as it applies to still photography. Emphasis on products and models as well as lighting and set design. Students will work in. a studio setting and a digital darkroom for post-production. **Prerequisite:** DCOM 216 •Spring odd years)

**MCOM 490 Photography Internship** **3 sem. hrs.**

On-site work experience in media-related fields. Minimum of 300 working hours.

**Prerequisite:** With departmental approval • Fall/Spring

# Physics

Today it is imperative that the college student add a new dimension to the beauty of his/her physical surroundings and acquire an understanding and appreciation of physical principles appropriate to well-informed members of society.

The physics program aims to meet the needs of those who wish to acquire a general knowledge of physics as part of their cultural development. It meets the needs of those who seek pre- professional training in engineering, medicine, dentistry, medical technology and teaching; and it meets the needs of those students who plan a career in physics or scientific research. All physics lab courses include a lab fee for supplies which is billed at the time of registration.

**Faculty**
**Dr. Mathbar Raut**, Assistant Professor of Physics and Mathematics
**Dr. Richard Delfs,** Professor of Physics *Emeritus**

**Physics Courses (PHYS)**

**PHYS 116 Physical Science** **4 sem. hrs.**
A survey of physical science with emphasis on physics, chemistry and earth science. Arithmetic and simple algebra are used throughout the course. Required for elementary education majors, but open to all students. Not recommended for science majors. Three lectures, one lab. • Spring

**PHYS 121 Basic Physics I** **4 sem. hrs.**
An introductory physics course for students of moderate mathematical ability. Topics include vectors, motion, force, energy, momentum, mechanical waves, oscillations, fluids and thermal physics. Recommended for pre-medics, pre-dental, biology majors, psychology majors, medical technologists and liberal arts students interested in science. An elementary understanding of algebra and trigonometry is required. Three lectures, one lab. • Fall

**PHYS 122 Basic Physics II** **4 sem. hrs.**
A continuation of PHYS 121. Topics include electricity, magnetism, circuits, optics, relativity, quantum physics, atomic physics and nuclear physics. Three lectures, one lab.
**Prerequisite:** PHYS 121 • Spring

**PHYS 231 College Physics I** **5 sem. hrs.**
An introductory physics course for students who know calculus. Topics include vectors, motion, force, energy, momentum, mechanical waves and fluids. Highly recommended for all secondary science teachers, mathematics majors, chemistry majors, pre-engineers and science students who plan graduate study. Four lectures, one lab.
**Prerequisite:** MATH 218 • Fall (odd years)

**PHYS 232 College Physics II** **5 sem. hrs.**
A continuation of PHYS 231. Topics include thermal physics, electricity, magnetism, circuits, geometrical optics and physical optics. Four lectures, one lab.
**Prerequisite:** PHYS 231 • Spring (even years)

# Political Science

*Minor*

The Briar Cliff political science minor aims to provide the student with a comprehensive introduction to the discipline. Political Science is a social science that deals with the way human beings organize and govern themselves.

Political science is a valuable component of a liberal education because it enhances our understanding of human relations and behavior, how we make decisions, and the factors that influence them. Power, justice, law, social order and the creations of effective and equitable human relationships are the essential concerns of the discipline.

Political science prepares students for graduate study and research; for professional careers in business, law and government; for active participation in local, state and national politics. Because political science enhances our understanding of human relations and behavior, how we make decisions and factors that influence them, it is a valuable component of a liberal arts education. The political science program offers students both the opportunities to gain a liberal arts education and prepare for a future career.

**Minor**
**Requirements:** Six courses (18 total credit hours) of political science coursework, including PSCI 101.

**Faculty**
**Dr. Eric Juhnke,** Professor of History and Chairperson
**Dr. Amy Boland**, Associate Professor of History
**Dr. Wendy Brame,** Associate Professor of Sociology and Criminal Justice
**Mr. Michael Hand,** Professor of Political Science *Emeritus**

**Political Science Courses (PSCI)**

**PSCI 101 American Government** **3 sem. hrs. (HL)**
This course covers the basic elements of politics and government at the national level in the United States. It examines the structures, processes, behaviors, institutions, and policies of the American system with a relative emphasis on conflicting theories of power. By the end of the semester, students should have a solid understanding of how the system operates in addition to a comprehension of some of the key issues that face the country today. • As needed

**PSCI 200 Pre-Law Seminar** **3 sem. hrs.**

**PSCI 224 Geography and World Cultures** **3 sem. hrs. (CL)**
A survey of human cultures within their physical and social environments. The course reviews basic physical geography and examines major cultural regions and problems in the modern world. Understanding both of global social organization and of the ever-changing position of the United States within the international community is a major emphasis. • As needed

**PSCI 243 State and Local Government** **3 sem. hrs.**
The purpose of this course is to familiarize the student with the nature, function and structure of government at the state and local levels. The approach used in the course combines a structural and functional view of government. It also addresses different theoretical perspectives relative to state and local government. Some of

the topics to be discussed include: the policy making environment, public policy making structures, political parties, interest groups, forms of local government and issues of contemporary public policy.
• As needed

**PSCI 264 Politics of Film** **3 sem. hrs.**
Popular culture, as expressed in music, journalism, or film, offers valuable insights into the political character of a nation. As a business, popular entertainment is marketed to a wide audience. As such, it must appeal to, embody and reflect, the tastes, preference, and political sensibilities of its audience. This is why we can learn a great deal about the political ideas of a particular time and place by carefully analyzing the various forms of popular entertainment. This course focuses on one of the most important forms of modern entertainment-film. Not only do popular films reflect prevailing political feelings, it simultaneously reinforces and shapes them. Whether this politicization of film is done deliberately or by accident, film ultimately projects American's fear, anxieties, political preferences, hopes, dreams, and ambitions. • As needed

**PSCI 284 Comparative Politics** **3 sem. hrs.**
This course is designed to acquaint students with many standard concepts used to analyze governments and politics within the field of comparative politics. In addition to introducing comparative concepts, the course provides information on the political systems of several modern-nation states. At the completion of this course, students should be able to combine factual material with abstract concepts in order to explain the basic politics and government of the nation-states covered in this course. • As needed

**PSCI 303 Congress and the Presidency** **3 sem. hrs.**
This course systematically explores several questions about our two preeminent political institutions; the Presidency and the Congress. We will carefully consider the constitutional powers of the Presidency, examine how the power of the office changed over time, and consider the nature of the Presidential leadership. We will also examine the structures and powers of Congress, its historical evolution, and the policy making process. We will also examine the relationship between the two branches and the electoral process. • As needed

**PSCI 318 The Elections** **3 sem. hrs.**
This course will systematically explore the current election in general election years. We will carefully examine the primary process, the general election campaign, the critical issues that are defining and framing the election, and ultimately discuss the election outcome. This is all done from the perspective of political scientists in a way that applies empirical and formal political theory into practice. • As needed

**PSCI 320 Philosophy of Law** **3 sem. hrs.**
Focuses on three major interrelated areas in the philosophical approach to understanding law: the nature of law, including philosophical justifications and explanations of law and the relation between law and morality; processes of legal reasoning; and, important court cases showing applications of philosophy, philosophical ethics, and logic to various important legal and ethical issues. • As needed

**PSCI 345 Diplomatic History of the United States** **3 sem. hrs.**
See HIST 345 • As needed

**PSCI 366 American Constitutional Law** **3 sem. hrs.**
An introduction to the study of constitutional law. A study of the interpretation of the federal constitution through leading decisions of the Supreme Court. • As needed

**PSCI 370 Criminal Law** **3 sem. hrs.**
Introduction to the substantive and procedural aspects of criminal law. Nature and origins of U.S. criminal law; conditions for criminality and type of crime. • As needed

**PSCI 401 Environmental Law and Policy** **3 sem. hrs.**
An overview of environmental law and public policy. • As needed

**PSCI 490 Political Science Internship** **1-3 sem. hrs.**
Supervised practical training in an area of interest, mutually acceptable to department faculty members and student, with department approval. • As needed

# Psychology

*Bachelor of Arts*

The psychology department provides all students with an opportunity to investigate the science of behavioral and mental processes. The department offers a variety of courses for students majoring in the field, as well as for majors in allied fields and students wishing an orientation to the field as part of their liberal arts education. Many of the course offerings stress a theoretical orientation while others will stress application to life situations.

Psychology majors and others planning graduate study in psychology are encouraged to strengthen their educational background with course work from the natural science and mathematics divisions. Upon graduation, students majoring in psychology will be able to demonstrate knowledge and comprehension of psychological theory and content, understand and apply research methodology, think critically, understand the necessity for values in psychology (e.g. ethical behavior), exhibit technological (e.g. computer) competence in exploring various components of psychology, demonstrate effective written and oral communication within the field of psychology, realize the value in exploring issues of diversity relative to the discipline, and apply psychological concepts personally and professionally.

**Bachelor of Arts:**

**Requirements:** Psychology 110 is a prerequisite for all other courses in psychology. All majors must satisfy the psychology department writing competency requirement. Students may not count more than five psychology courses from another institution toward the major and three psychology courses toward the minor. Students may not count more than one D/D+ in their major or minor course work. Transfer courses are subject to departmental approval. The department currently accepts only PSYC 110, PSYC 280, and PSYC 360 from two-year institutions.

**Minor:**

**Requirements:** A minimum of six (3 or 4 credit) courses including PSYC 110 and 280.

**Faculty:**

**Dr. Ted Bobak,** Assistant Professor of Psychology
**Dr. McHale Davis,** Assistant Professor of Psychology
**Rev. Robert Condon,** Professor of Psychology *Emeritus* *
**Dr. Thomas Padgett,** Professor of Psychology *Emeritus*

**Psychology Courses (PSYC)**

**PSYC 102 Drugs and Society** **3 sem. hrs.**

This course introduces the basic physiological, psychological, and behavioral effects of the major drugs of use and abuse: stimulants, depressants, inhalants, psychoactive medications, alcohol, tobacco, caffeine, over-the-counter drugs, opioids, hallucinogens, marijuana, and performance-enhancing drugs. The course will also explore the following issues related to drugs and society: addiction and factors that affect it, prevention of drug abuse, treatment of drug abuse, and policy related to drug use and availability.

• Fall (even years)

**PSYC 110 Introductory Psychology** **3 sem. hrs.**

This course is an introduction to fundamental psychological concepts which are derived from applying the scientific method to the study of behavior. Examples of selected topics include: personality development,

abnormal behavior and therapy, physiology, motivation and emotions, human development, learning and memory, and social behavior. This course emphasizes theories and theorists as well as relevant applications to everyday living. An introduction to APA style of writing is included. •Fall/Spring

**PSYC 111 Introduction to Behavior Sciences** **3 sem. hrs.**
This course is an introduction to the principles of learning and behavior that are the natural science of behavior analysis. This class will help students learn how events in their everyday lives affect their behavior. This class is designed to help students to learn to think about and investigate behavior as behavior analysts do. This class will introduce how behavior analysts investigate behavior and how reinforcement, stimulus control, and aversive control can affect behavior. • Fall

**PSYC 205 Introduction to Forensic Psychology** **3 sem. hrs.**
This course will provide students with an overview of the interface between psychology and the legal system. Students will learn about how legal issues and psychological issues weigh in the process of the criminal justice system. Topics under discussion will include the death penalty and the insanity defense, criminal investigation, eyewitness testimony, and how to ensure the most accurate police line-ups. Other topics will include areas such as suspect interrogations and false confessions, the validity of polygraphs, the veracity of child eyewitness accounts, and how to accurately interview young children.
**Prerequisite:** PSYC 110 • Fall

**PSYC 211 Professional Development for Psychology Majors** **3 sem. hrs.**
The purpose of this course is to prepare students for their professional lives by improving their writing (e.g., grammar, style, APA format, etc.), interviewing, and analytical skills (e.g., understanding research articles).
**Prerequisite:** PSYC 110 • Spring

**PSYC 215 Social Psychology** **3 sem. hrs.**
A comprehensive overview of the field of social psychology which examines the impact of other individuals, groups or social stimuli on individual thinking and behavior. The social influence process is studied through topics such as self-theory, attribution, social cognition, attitudes, aggression, pro-social behavior, attraction and groups.
**Prerequisite:** PSYC 110 • Fall (even years)

**PSYC 280 Developmental Psychology** **3 sem. hrs.**
This course focuses on the development of an individual from conception to death. Psychological/physiological growth is studied in terms of cognitive, psychosocial, moral, psychosexual, and thanatological developmental stage theories. A minimum of one behavioral observation and a journal research report written in APA style will be required.
**Prerequisite:** PSYC 110 • Fall/Spring

**PSYC 294 Psychological Statistics** **3 sem. hrs.**
The purpose of this course is to introduce students to the use of the scientific method in psychology and the statistical analysis of empirical data. Students will contact material and methods relating to descriptive, correlational, and inferential statistical methodology. Concurrent to lecture discussions and demonstrations, students will have opportunities to apply and compute the key formulas used in experiments. Students will be introduced to and properly trained in the use of the Statistical Package for Social Sciences (SPSS). The definitions, computational methods, and rationale for statistics will be thoroughly communicated via lecture, lab, and discussion

**Prerequisite:** PSYC 110 or PSYC 111 • Fall

**PSYC 295 Experimental Psychology** **3 sem. hrs.**
Emphasizes the study of experimental methodology, research design, and analysis of research data using SPSS. The laboratory sessions provide practical experience in conducting research and learning to communicate research results.
**Prerequisite:** PSYC 110 or PSYC 111, PSYC 294 • Spring

**PSYC 315 Psychology of Good and Evil** **3 sem. hrs.**
This course will explore both the darker and more hopeful sides of human behavior by examining the influence of both environmental and personal factors on behavior. The course will begin with basic psychological explanations for why people act in prosocial (the "good") or antisocial (the "bad") ways and will spend the majority of the semester examining facets of human behavior such as the following: different types of violence, courage and cowardice, genocide and moral inclusion, terrorism, altruism, and values and moral choices.
**Prerequisite:** PSYC 110 • As available

**PSYC 325 Introduction to Interviewing and Counseling** **3 sem. hrs.**
The course focuses on the development of skills essential to effective professional counseling. Emphasis is on conducting the overall clinical interview, as well as conducting intake interviews, mental status evaluations, a bio-psychosocial history, a mental health history, and a psychological assessment for treatment planning. Finally, students will learn a variety of counseling theories and how techniques from these theories will help guide case formulation and treatment. As part of this course, students will have the opportunity to take part in two mock therapy sessions that will enable them to put their skills to use.
**Prerequisite:** PSYC 110 • As available

**PSYC 333 Assessment in Behavior Analysis** **3 sem. hrs.**
In this course students learn how to conduct behavior analytic assessments (e.g., preference assessment, reinforcer assessments, functional behavior assessments). This class will help students learn how to determine why individuals engage in particular behaviors. This class will introduce students to different interventions and behavior-change systems (e.g., functional communication training, task analyses, use self-management strategies, token economies, direct instruction). This class will introduce students to management and supervision systems (e.g., monitoring procedural integrity, behavioral skills training, performance monitoring and reinforcement systems).
**Prerequisite:** PSYC 110 or PSYC 111 • Fall (even years)

**PSYC 345 Sensation and Perception** **3 sem. hrs.**
The purpose of this course is to introduce students to the fundamentals of human sensation and perception. Students will contact material relating to the experimental methods in psychophysics and the development of theories to describe perception. This course will review the components involved in visual, auditory, olfactory, gustatory, and somatosensory sensation and perception. Furthermore, this course will review components associated with pain such as the perception of physical and non-physical sources of pain and the effects of pharmaceuticals on pain sensation and perception.
**Prerequisit:** PSYC 110 • Fall (even years)

**PSYC 354 Child and Adolescent Psychology** **3 sem. hrs.**
This course will study the intellectual, socio-emotional, educational, cognitive, and physiological development of children and adolescents. Emphasis is placed on theory and research with primary focus on the developmental

theories of Piaget (Cognitive), Erikson (Psychosocial), and Kohlberg (Moral). Time will also be spent understanding the roles that families, peers, and school play in the development of children and adolescents.
**Prerequisite:** PSYC 110, PSYC 280 • Fall/Spring

**PSYC 355 Adulthood & Aging** **3 sem. hrs.**
This course provides a foundation for understanding psychological development of older people with focus on geriatric assessment and psychological disorders in the aging population.
**Prerequisite:** PSYC 110 • Fall (odd years)

**PSYC 360 Abnormal Psychology** **3 sem. hrs.**
A study of the classification of variant behavior and hypotheses used to explain such behavior. The symptoms, dynamics, treatment, and prognosis of various behavior syndromes will also be considered.
**Prerequisite:** PSYC 110 • Fall/Spring

**PSYC 365 Human Motivation and Emotion** **3 sem. hrs.**
This course will examine the human principles of motivation and emotion. Special emphasis is given to the influence motivation and emotion principles have on the human learning process.
**Prerequisite:** PSYC 110 • As available

**PSYC 380 Theories of Personality** **3 sem. hrs.**
An advanced level course designed to present, in detail, several theoretical perspectives on the nature of human personality. Included are the Freudian, Neo-Freudian, behavioral, cognitive and humanistic-existential models.
**Prerequisite:** PSYC 110 • As available

**PSYC 400 Principles of Learning** **3 sem. hrs.**
The study of the principles of conditioning, learning, and memory in animals and humans. Special emphasis on theoretical foundations and practical applications. Traditional and current theoretical perspectives are evaluated in the light of empirical research evidence.
**Prerequisite:** PSYC 110 or PSYC 111 • Fall (odd years)

**PSYC 401 Behavior and Evolution** **3 sem. hrs.**
This course will provide students with an introduction to the use of an evolutionary approach to add to an understanding of human behavior. The course will begin with discussing fundamentals of an evolutionary approach to understanding behavior and then discuss particular examples of human behavior from that perspective. These examples may include cognition, emotion, cooperation, conflict, mating, psychiatric disorders, and culture.
**Prerequisite:** PSYC 110 • As available

**PSYC 405 Criminal Forensic Psychology** **3 sem. hrs.**
This course introduces psychological issues related to understanding, assessing, and managing both sexual and violent behaviors. An overview of mental health disorders and their relationship to both types of criminality will be provided. Topics include, but will not be limited to, insanity, psychopathy, serial killing, stalking, women who kill and sexually offend, and treatment strategies aimed at reducing both sexual and physical violence. Finally, the course will focus on methods of assessment currently used to help predict the risk of both sexual and violent re-offending.
**Prerequisite:** PSYC 110, PSYC 205 • Spring (odd years)

**PSYC 415 Cognitive Psychology** **3 sem. hrs.**

This course covers the advent of the cognitive revolution, the components of the human information processing system (i.e. detection, attention, pattern recognition and memory), and higher cognitive processes like language and problem solving. Historical and current theories examined in the light of empirical evidence and the usefulness of this perspective will be illustrated in pragmatic areas.

**Prerequisite:** PSYC 110 • Fall (even years)

**PSYC 430 Psychological Assessment** **3 sem. hrs.**

The study of development, application, and interpretation of various methods of psychological assessment. Techniques for determining aptitudes, abilities, personality, interests and performance are examined. Criteria for evaluating assessment techniques including reliability, validity and ethical issues are considered.

**Prerequisite:** PSYC 110 • Fall (even years)

**PSYC 445 Behavioral Neuroscience** **3 sem. hrs.**

In this course students will acquire an advanced understanding of the physiological basis of behavior. Topics of discussion will include the molecular structure of the neuron, neuronal electrochemical communication, divisions of the nervous system, sensory and motor systems, psychopharmacology, learning and memory, emotion, biological rhythm regulation, neurological disorders, and recovery from brain injury. For each topic discussed, students will be provided foundational information as well as a brief survey of relevant empirical research.

**Prerequisite:** PSYC 110 or PSYC 111 • Spring (odd years)

**PSYC 452 Introduction to Behavioral Pharmacology** **3 sem. hrs.**

An introduction to the behavioral analysis of drug effects. This course will explore behavior analytic methodology and techniques. Students will learn both how drugs affect behavior and how the study of behavior can help us illuminate the effects of drugs.

**Prerequisite:** PSYC 110 or PSYC 111 • Spring (even years)

**PSYC 455 Behavior Interventions** **3 sem. hrs.**

This course covers fundamental elements of behavior change and specific behavior-change procedures. Students will learn both behavioral acquisition and reduction procedures (e.g., discrimination training, mandatory training, and differential reinforcement procedures) as they pertain to solving socially significant problems (e.g., severe problem behavior, limited communication skills, and limited social skills).

**Prerequisite:** PSYC 110 or PSYC 111 • Spring (even years)

**PSYC 275, 375 475 Individualized Special Topics Study** **3 sem. hrs. each**

Guided reading or research on special topics for individualized or group study. Examples could include clinical, Industrial/Organizational, School Psychology, Art Therapy, Sport Psychology, Psychometrics, Child/Family Counseling, Giftedness/Special Needs, Applied Behavioral Analysis and Sensation/Perception.

**Prerequisite:** Permission of instructor with departmental approval • As available

**PSYC 05IS Applied Statistics** **1 sem. hr.**

Application of statistical tests within SPSS. Students will practice entering data, running analyses within SPSS, and interpreting the results. This course will discuss descriptive statistics, t-tests, analysis of variance, correlation, linear regression, chi-square test of independence, and nonparametric statistics.

**Prerequisite:** PSYC 110 or PSYC 111, PSYC 294, PSYC 295, Majors Only • Spring

**PSYC 11IS Senior Seminar** **1 sem. hr.**

A capstone research experience where the student will select a research idea, conduct a literature review on the topic, propose a study, conduct the study, and then present data in both oral and written form.

**Prerequisite:** PSYC 110 or PSYC 111, PYSC 211, PSYC 294, PSYC 295 • Fall

**PSYC 465 Senior Seminar** **2 sem. hrs.**

A capstone research experience where the student will select a research idea, conduct a literature review on the topic, propose a study, conduct the study, and then present data in both oral and written form.

**Prerequisite:** PSYC 110 or PSYC 111, PSYC 211, PSYC 294, PSYC 295, PSYC 11IS • Spring

**PSYC 390, 490 Psychology Internship** **1-3 sem. hrs. each**

Field internships are available at community agencies, medical and mental facilities, special or early childhood education settings, businesses/industry or national placements such as Washington or Chicago and international such as Greece, England or Sweden. Internships are cooperative endeavors among a psychology faculty member/advisor, the psychology student and a community supervisor. Students should begin the process of creating an internship at least 10 weeks (one term) prior to beginning the internship. Students may propose a tentative internship location and learning experience to their psychology advisor or discuss with an advisor various possibilities for an internship. The minimum number of participation hours for a 10-week term for three credits is 150 hours (50 hours per credit). Upon completion of this internship, development of an experiential portfolio and an oral presentation based on an internship project to be shared with an identified campus group/class are required. Additional requirements depend upon the advisor and community supervisor.

**Prerequisite:** Permission of the psychology department chairperson. • As needed

**PSYC 391, 491 Research Assistantship** **1-3 sem. hrs. each**

This 3-credit elective course is designed to provide students with an opportunity to discover, apply, and systematically apply evidence-based practices to improve socially significant behavior in individuals.

**Prerequisite:** Permission of course instructor. • As needed

**PSYC 392, 492 Teaching Assistantship** **3 sem. hrs. each**

This 3-credit elective course will focus on practical issues and methods for teaching in the college environment. It will focus on selection and use of teaching materials; course structure and development of instructional sequences; the role of lecture, discussion, and active participation; student evaluation and grading practices; and student motivation.

**Prerequisite:** Permission of course instructor. • As needed

# Radiologic Technology

*Bachelor of Science*

The purpose of the radiologic technology major is to provide students who wish to become radiologic technologists with a broad liberal arts background which they can take advantage of throughout their professional careers. The B.S. in radiologic technology consists of two years of coursework at Briar Cliff University and two years of clinical work at an accredited radiologic technology program. The usual manner in which this program is followed is for the student to enroll in foundational coursework and courses which support application to the clinical portion of the program. Application to the clinical program(s) is (are) made in the fall semester of the year prior to the anticipated clinical years. Typically, acceptance to the clinical programs occurs in early spring and the two clinical years begin in the late summer or early fall. If the clinical program is done at a college-based curriculum then upon successful completion the specific credit hours are transferred back to Briar Cliff University. If the clinical program is completed at a hospital-based program, where specific credits are not earned, upon successful completion the additional two years of academic credit (60 semester hours) is awarded by Briar Cliff University.

This program may also be completed by students who have already completed a two-year radiologic technology program and attained a passing grade on the American Registry Examination. As before, the clinical portion of the program is granted specific course credits (from accredited college) or two years of academic work (from hospital-based program) and is then followed by the completion of the foundational coursework and graduation requirements.

**Faculty**
**Dr. David Hoferer**, Professor of Biology and Environmental Science
**Dr. Seongcheol Kim**, Associate Professor of Biochemistry
**Dr. Humanath Poudel**, Assistant Professor of Chemistry

**Bachelor of Science Requirements:**
MATH 111, PSYC 110, CSCI 100, PHIL 210, (CORE 131 or WRTG 109), RADT 01M. BIOL 221 and BIOL 222 depending on student preparation.
Representative radiologic courses in the years spent at the school of radiologic technology are: Radiographic Procedures, Radiologic Physics, Fundamentals of Radiology, Radiographic Imaging, Radiobiology/Radiation Protection, Quality Assurance, Film Critique and Radiographic Pathology.

Upon graduation, students majoring in Radiologic Technology will be able to use established standards in caring for the health needs of individuals and groups by producing diagnostic radiographs, demonstrate clinical competence, be certified in healthcare provider CPR, demonstrate vital sign assessment, demonstrate professionalism in the practice of radiologic technology within ethical and legal guidelines, administer oxygen, perform venipuncture, apply the principles of radiation protection to the patient, self and others, use problem-solving and critical thinking skills in clinical practice, establish effective communication with individuals and groups within the health care team, and successfully pass the certification examination.

# Respiratory Care

*Bachelor of Science*

The purpose of the respiratory care major is to provide students who wish to become Respiratory Therapists with a broad liberal arts background which they can take advantage of throughout their professional careers. The B.S. in respiratory care consists of two years of coursework at Briar Cliff University and two years of clinical work at an accredited respiratory care program. The usual manner in which this program is followed is for the student to enroll in foundational coursework and courses which support application to the clinical portion of the program. Application to the clinical program(s) is (are) made in the fall semester of the year prior to the anticipated clinical years. Typically, acceptance to the clinical programs occurs in early spring and the two clinical years begin in the late summer or early fall. If the clinical program is done at a college-based curriculum then upon successful completion the specific credit hours are transferred back to Briar Cliff University. If the clinical program is completed at a hospital-based program, where specific credits are not earned, upon successful completion the additional two years of academic credit (60 semester hours) is awarded by Briar Cliff University.

This program may also be completed by students who have already completed a two-year respiratory care program and attained a passing grade on the American Registry Examination. As before, the clinical portion of the program is granted specific course credits (from accredited college) or two years of academic work (from hospital-based program) and is then followed by the completion of the foundational coursework and graduation requirements.

**Faculty**
**Dr. David Hoferer**, Professor of Biology and Environmental Science
**Dr. Seongcheol Kim**, Associate Professor of Biochemistry
**Dr. Humanath Poudel**, Assistant Professor of Chemistry

**Bachelor of Science Requirements:**
MATH 111, PSYC 110, CSCI 100, PHIL 210, (CORE 131 or WRTG 109), RESP 01M. BIOL 221 and BIOL 222 depending on student preparation.
Representative respiratory care courses in the years spent at the school of respiratory care are: Respiratory Care Procedures, Respiratory Cardiopulmonary Anatomy and Physiology, Fundamentals of Respiratory Care, Respiratory Disease and Protection, Quality Assurance, and Respiratory Pharmacology.

Upon graduation, students majoring in Respiratory Care will be able to use established standards in caring for the health needs of individuals and groups by demonstrating clinical competence, be certified in healthcare provider CPR, demonstrate vital sign assessment, demonstrate professionalism in the practice of respiratory care within ethical and legal guidelines, administer oxygen, perform venipuncture, use problem-solving and critical thinking skills in clinical practice, establish effective communication with individuals and groups within the health care team, and successfully pass the certification examination.

# Secondary Education

*Bachelor of Arts*

Candidates seeking licensure in secondary education must first be admitted to the Teacher Education Program. Candidates seeking a secondary education major must also have an academic major/content area. This means that candidates with a double major/content area must fulfill all the departmental requirements for both major departments/content areas.

**Bachelor of Arts Requirements:** Professional Education Instruction Core: EDUC 100, 101, 250, 01IS, 270, 290, 03IS, 318, 02IS, 330, 423, 09IS, 452, either EDUC 412 or 415. Required Supporting Courses: WRTG 131, PSYC 110, HIST 231 or 232, PSCI 224 or SOCY 240, MATH 105 or higher, a physical science and a life science. A specific methods course(s) for each content major/endorsement is also required.

Additional endorsements may be completed but may extend the four-year plan of study.

A special education endorsement is available to a secondary education major. Students may choose the K-8 Strategist I endorsement, the 5-12 Strategist I endorsement, or the K-12 Strategist I endorsement. The endorsement includes 45 hours of practicum experience alongside special education teachers. Refer to the Special Education section in this course catalog for a list of courses.

**Grades**
All grades required for licensure must be "C" or above.

**Faculty**
See Education.

**Secondary Education Courses**

**EDUC 423 Content Area Literacy** **3 sem. hrs.**
This course prepares secondary and K-12 teachers in the use of literacy strategies (reading, writing, listening, and speaking) for secondary students and how to infuse these strategies throughout the curriculum. EDUC 09IS Content Area Literacy Practicum is taken in conjunction with EDUC 423.
**Prerequisite:** EDUC 100, 101, 250, 01IS, and acceptance into the Teacher Education Program

**EDUC 09IS Content Areal Literacy Practicum** **1 sem. hr.**
This 30-hour field experience is designed to provide secondary and K-12 teacher candidates an opportunity to observe and participate in the teaching of literacy in their respective content areas. Teacher candidates will apply research-based literacy strategies. This practicum is taken in conjunction with EDUC 423 Content Area Literacy.
**Prerequisite:** EDUC 100, 101, 250, 01IS, and acceptance into the Teacher Education Program

# Social Media

*Minor*

Students today know their way around Facebook, Instagram, YouTube, and whatever else is trending among social media channels. Combining that knowledge with a blend of marketing, photography, public relations and social media management will prepare students to become powerful, modern-day storytellers — a skill set desired by just about every company in today's business world! This interdisciplinary, 18-credit minor is designed to prepare you for work in the social media world.

**BUAD 276 E-Business** **3 sem. hrs.**
This course examines the influence of the Internet on business. E-commerce (buying and selling electronically), providing services to customers, internal collaboration and cooperation with business partners are researched and discussed. This class will take a managerial approach rather than a technical one. • Spring

**MCOM 216 Basic Photography** **3 sem. hrs.**
Introduction to digital photography. Material covered includes operation of a professional digital camera including aperture, shutter and depth of field in manual control. Camera handling and care lighting, composition, visual communication and photographic history. Extensive post-production using Photoshop software application is required. Lab fee includes camera rental fee. • Fall/Spring

**MCOM 240 Social Media** **3 sem. hrs.**
Social media has transformed new professionals how professionals reach their audiences. It is essential for those entering a wide variety of fields to be prepared to use these new tools and platforms effectively. Thi8s course explores the opportunities, challenges and implications of social media usage for the communications profession, including journalism, public relations, business and marketing. This course structure will be in part "seminar" course format, so preparation and participation are essential for success. Additionally, the course will be in part lab work. • Fall

**MCOM 307 Public Relations** **3 sem. hrs.**
This course is a general overview of the field of public relations-how it functions in organizations and in society. The course proceeds from the perspective that public relations is a communication management function through which organizations adapt to, alter or maintain their environment in order to achieve organizational goal. The course addresses how public relations is used to improve productivity for business, government and not-for-profit organizations; how organizations can more effectively respond to regulatory initiatives and organization-wide strategic planning.
**Prerequisite:** For MCOM and GDES majors: MCOM 200 • Spring

**MCOM 414 Management Social Media Management** **3 sem. hrs.**
This internet is a dynamic marketplace if there ever was one. This class will give you a theoretical understanding of the internet marketplace that is necessary to adapt to its many changes, while also equipping you with the skills you'll need to perform vital daily functions. By the end of the course, you will be able to walk into a company with an outline presence and improve its digital marketing efforts. Topics include social media, emails, search engine optimization, reputation management and more. Students will use simulation software to gain "real-world" experience.

**One of the following:**

**MCOM 495 Social Media Internship** **3 sem. Hrs.**
On-site work experience in social media-related field. Minimum of 300 working hours. Student will document (journal) work done and create a portfolio.

**MRKT 301 Principles of Marketing** **3 sem. hrs.**
Study of the concepts and problems concerned with the flow of goods and services to the consumer. An analysis will be made of the following: Marketing functions, wholesale and retail institutions, and internal and external factors affecting activities.
**Corequisite:** ECON 210 or permission of instructor • Fall/Spring

**WRTG 315 Technical Writing for the Web** **3 sem. hrs.**
The Internet offers a frontier for innovation forms of communication. Students will learn how to apply their technical communication skills to specific online environments, gaining practice in creating a variety of texts. Students will collaborate in a workshop setting and explore communication styles across a variety of cultural contexts.
**Prerequisite:** WRTG 225 Note: a creative writing course is strongly encouraged • Spring (even years)

# Social Work

*Bachelor of Social Work*

The major in social work prepares generalist social workers at the undergraduate level for entry-level positions in social work and for graduate social work education. The Briar Cliff University social work program has infused gerontology throughout the curriculum. The BSW program has been accredited by the Council on Social Work Education since 1974 and has 9 expected educational competencies.

As a result of developing these expected competencies, the social work major will be able to:

1. demonstrate ethical and professional behavior.
2. advance human rights and social, racial, economic, and environmental justice.
3. engage in anti-racism, diversity, equity, and inclusion (ADEI) in practice.
4. engage in practice-informed research and research-informed practice.
5. engage in policy practice.
6. engage with individuals, families, groups, organizations, and communities.
7. assess individuals, families, groups, organizations, and communities.
8. intervene with individuals, families, groups, organizations, and communities.
9. evaluate practice with individuals, families, groups, organizations, and communities

In order to accomplish these 9 educational competencies, the following academic program is required.

**Bachelor of Social Work**

Twelve courses in social work including SWRK 230, 320, SOCY/SWRK 340, SWRK 360, 370, 370L, 01IS, 375, 380, 455 as well as a minimum of 6 credits of social work electives. In addition, the following liberal arts courses are required prior to SWRK 320: SOCY 124or 125, SOCY 235, PSCY 110, PSYC 280, BIOL 102 or BIOL 151. The following courses are required prior to SOCY/SWRK 340: MATH 150 or 200 or SOCY 341. General education requirements include SOCY 140 or SOCY 240, PSCI 101 or HIST 231 or 232, MATH 105 or 111 or
200, CORE 100, CORE 120M, CORE 101, CORE 130/131 and PHIL 210 or 212 or THEO 204, a quantitative literacy reinforcement course, and two aesthetic courses. (Students who transfer in the equivalent of WRTG 109, but not SPEC 111, can take CORE 131, CLEP out of SPEC 111, or test out of the oral competency requirement through the office of General Education. Students who transfer in equivalents of WRTG 109 and SPEC 111 would not need to take CORE 131). Spanish or another foreign language is required of traditional social work majors. The social work faculty will certify the general education service component and competencies in information technology, moral/ethical reasoning, oral communication, writing, quantitative literacy, reading, and critical thinking in the major.

**Internal Concentrations**

An internal concentration is a structured plan of study with a major. The minimum number of semester hours for an internal concentration is 12 semester hours. Credits for an internal concentration are in addition to the requirements beyond the core courses of the major. An internal concentration appears on the official transcript.

To earn a B.S.W. with a concentration student take all courses required for the B.S.W. plus the courses required for the concentration and complete the program required field practicum in an agency or organization that provides services related to that concentration.

**Behavioral Health & Addictions Concentration**
**Required Courses (9 semester hrs.)**
SWRK 310, 325 and 335 OR PSYC 102 OR SPAN 202
**Additional Electives (3 semester hrs.)**
Select 1 of the following: CJUS 365 or PSYC 102 or PSYC 215, SPAN 202, or SOCY 420, or SWRK 335

**Children Youth and Families Concentration Required Courses (9 semester hours)**
SWRK 310, 345 and PSYC 354
**Additional Electives (3 semester hrs.)**
Select 1 of the following:
CJUS 365 or PSYC 215, PSYC 276 or, SOCY 420

**Faith Based Ministry Concentration Required Courses (6 semester hours)**
SWRK 300 or THEO 310 (THEO 115 is a pre-requisite to THEO 310)
**Additional Electives (6 semester hours)**
one course must be from Theology: THEO 116 or THEO 260. The other course must be SWRK 33IS, SWRK 310, SWRK 325 or SWRK 461.

**Faculty**
**Ms. Margarite Reinert,** Assistant Professor, Director of Social Work Program and Department Chair
**Ms. Melanie Berte-Hickey**, Associate Professor and Director of Practicum Education
**Ms. Janice Hill**, Assistant Professor of Social Work
**Dr. John Cordoue**, Professor of Social Work *Emeritus**
**Ms. Heather Craig-Oldsen,** Professor of Social Work *Emerita*
**Sr. Shirley Fineran**, Professor of Social Work *Emerita*
**Ms. Sylvia Kuennen**, Professor of Social Work and Sociology *Emerita*

**Social Work Courses (SWRK)**

**SWRK 130 Introduction to Social Work** **3 sem. hrs.**
Survey of the field of professional social work with particular emphasis on the role of the social worker in addressing racial and ethnic relations and contemporary social problems. Overview of areas of practice employed in social work. The course will include an on-going exploration of the student's values and interest in working with people.
**Prerequisite:** None

**SWRK 230 Social Work and Social Welfare** **3 sem. hrs.**
History of social work and introduction to the general method of social work with emphasis on diversity and populations-at-risk. Directed volunteer experience for a total of 24 hours. This is the first required course in the social work sequence.
**Prerequisite:** None

**SWRK 300 Bereavement** **3 sem. hrs.**
This course uses an interdisciplinary approach to provide students the opportunity to develop a personal and professional framework of grief and bereavement practices as it relates to their own values, professional context, and areas of bereavement practices. This course also explores grief and bereavement issues as it relates to the developmental life stages of individuals as well as incorporating interventions to allow a person to grieve in a healthy manner.
**Prerequisite:** None

**SWRK 310 Trauma Informed Practice** **3 sem. hrs.**
This course will introduce the basic key concepts of trauma informed care in generalist social work practice. Students will gain an understanding of and identify different types of trauma, basic effects of trauma and trauma responses. Students will be given an overview of the fundamental tenets of Trauma Informed Care, the service relationship, secondary trauma effects, and learn to apply a trauma conceptual framework to interventions.

**SWRK 320 Human Behavior and the Social Environment** **3 sem. hrs.**
The course provides content about theories and knowledge of human biological, psychological and social development, and about the range of social systems in which individuals live (families, groups, organizations, institutions and communities). Content includes examining the impact of social and economic forces on individuals and social systems as well as values and ethical issues related to bio-psychosocial-spiritual theories. Human diversity issues are infused throughout the course.
**Prerequisite:** SOCY 124, BIOL 102/BIOL 111, SWRK 230, PSYC 110 and 280

**SWRK 325 Mental Health and Mental Illness** **3 sem. hrs.**
This course will familiarize students with the most common mental health disorders and explore the prevalence of mental health realities in the social work field. This course will acquaint students with mental health resources and issues including legislative advocacy.
**Prerequisite:** None

**SWRK 330 Human Sexuality** **3 sem. hrs.**
This course is an introduction to human secularity and understanding of sexual orientation, gender, and identity. A biological, psychological and developmental overview of developmental aspects pertaining to sexual behaviors, health and theories related to sexuality will also be discussed. An ethical component will be introduced through different cultural lenses.

**SWRK-335 Substance Abuse and Addiction** **3 sem. hrs.**
This course will introduce students to one of the country's most prevalent mental health and health-related problems, substance use and addiction. Every population served by helping professionals is affected by substance abuse and addiction in some way. Therefore, helping professionals are likely to directly or indirectly encounter individuals and families affected by addiction-related issues. This course will cover the social, legal, political, psychological, biological, spiritual, and ethical factors related to the use, abuse, and treatment of substances and other addictions. Students will be introduced to various intervention models such as stages of change, harm reduction, and the strengths perspective. This course will emphasis the role of a professional helper in the field of addictions treatment through understanding the process of enhancing human well-being and empowering individuals.
**Prerequisite:** None

**SWRK 340 Social Science Research Methods** **3 sem. hrs. (WI)**
See Sociology 340
**Prerequisite: SOCY 124,** MATH 150 or 200, or SOCY 341

**SWRK 345 Child Welfare** **3 sem. hrs.**
General philosophies, goals and functions of the field of child welfare practice; in-depth analysis of specific child welfare service programs in the context of the overall social service delivery system.
**Prerequisite:** None

**SWRK 355 Law: Child Abuse and Neglect** **3 sem. hrs.**
This course focuses on the study of the Indian Child Welfare Act and other federal legislation, as well as the impact of federal and state policies on social work with children who have been abused and neglected. The course culminates in a mock trial.
**Prerequisite:** None

**SWRK 360 Social Issues and Policy** **3 sem. hrs.**
Analysis of current social policy at all levels within the context of historical and contemporary factors and principles of social and economic justice. Includes the study of political and organizational processes used to influence and formulate policy and the delivery of social services.
**Prerequisite:** SWRK 230, SWRK 320

**SWRK 365 Documentation and Record Keeping in Social Work** **1 sem. hr.**
In social work contexts, clear and comprehensive documentation of all case-related facts and circumstances is essential. Careful and thoughtful information collection ensures that social workers have an adequate foundation for their clinical reasoning and intervention plans. In addition, the data provided in case records may lead to inadequate planning and intervention, critical judgment errors, and poor outcomes for clients. In this one-credit course, students will learn about the history of documentation in social work, the importance of documentation and record keeping, factors that impact documentation and record keeping (managed care, changes in service funding, legal lawsuits, court request for client records, HIPAA, etc.), how to create outcome-based treatment plans, types of documentation, documentation of progress notes, and how to use electronic medical records.
**Prerequisite:** None

**SWRK 370 Social Work Practice with Individuals** **3 sem. hrs.**
The course will direct the student in the use of the general method of social work practice as a framework for practice with client systems of varied sizes. Emphasis will be placed on individuals interacting with other systems in their environment. The course and lab include practice of interviewing skills.
**Prerequisite:** SWRK 230 and 320 • Spring

**SWRK 370L Social Work Practice Skills Lab** **2 sem. hr.**
This required lab is offered concurrently with Practice I. Students practice interviewing skills with supervision and feedback essential for integration of the knowledge foundation developed in SWRK 370.
**Concurrent** with SWRK 370 • Spring

**SWRK 375 Social Work Practice with Families and Groups** **3 sem. hrs.**
Within the framework of the general method of social work and interacting with other systems, particular attention is focused on mezzo practice and theory. The class itself is a group lab experience.
**Prerequisite:** SWRK 230, 320, 370, and 370L • Fall

**SWRK 380 Social Work Practice with Communities and Organizations** **3 sem. hrs.**
The general method of social work practice is applied to working with community and organizations as these interact with smaller systems. Content includes the knowledge, values and skills needed for developing intervention strategies that can be applied to all client systems with special focus on macro practice.
**Prerequisite:** SWRK 230, 320, 370 and 270L • Fall

**SWRK 455 Practicum Experience** **12 sem. hrs.**
Practicum placement in a local agency (450 hrs.) with professional supervision supplemented by conferences, collateral readings, written evaluation and an on-campus monthly professional development seminar. Permission of Director of Practicum Education required for agency field placement. Prerequisite: all required social work courses.
**Prerequisite:** All required social work courses

**SWRK 465 Gerontology** **3 sem. hrs.**
Focuses on the multiple social aspects of aging: gender, sexuality, isolation and loneliness, roles, employment and retirement, dying, death and bereavement, living environments, political aspects, legal aspects, community resources and supports, critical issues in aging, social service delivery systems, social inequalities, cultural aspects and ethical considerations.
**Prerequisite:** None

**SWRK 175 Independent Study** **1-4 sem. hrs. each**
Student-designed project in a special area. Open to advanced social work students with the permission of the chairperson.

**SWRK 01IS Introduction to Practicum Experience** **2 sem. hrs.**
Orientation to practicum work including a beginning understanding of the community social service network, visiting selected agencies, becoming familiar with agency expectations, interviewing and finalizing practicum placement.
**Prerequisite:** SWRK 230, 320, 370, and 370L • Fall

# Sociology

*Minor*

Sociology is the scientific study of society: the social lives of individuals, groups, culture, and major social institutions. It covers the impact of individuals on society and of society on individuals. Upon graduation, students will demonstrate an understanding of sociological theory within its historical context; will be able to scientifically measure and utilize basic sociological concepts such as social structure, social change, culture and socialization, stratification and social interaction; will understand the reciprocal relationship between individuals and society, and the ethical issues and standards involved in the study of human interactions; and will think critically, evaluate underlying assumptions, and generalize appropriately.

Students may have no more than one "D" grade in their coursework.

**Minor in Sociology Requirements:** A minimum of 18 credit hours in sociology courses, including SOCY 124.

**Faculty**
**Dr. Wendy Brame,** Associate Professor of Sociology and Chairperson
**Sr. Grace Ann Witte, O.S.F.,** Professor of Sociology *Emerita*

**Sociology Courses (SOCY)**

**SOCY 124 Introduction to Sociology** **3 sem. hrs.**
Introduction to the field of sociology and its theories, concepts, and research methods. Main topics include the sociological imagination, culture, the family,socialization, deviance, social stratification, and social change.
• Spring

**SOCY 125 Social Problems** **3 sem. hrs. (SBL)**
Introduction to basic theoretical paradigms of sociology and their application to common social problems in industrialized societies. • As needed

**SOCY 215 Social Psychology** **3 sem. hrs.**
See PSYC 215 • Fall

**SOCY 235 Sociology of Marriages and Families** **3 sem. hrs.**
Study of the family as a basic institution of society with emphasis on its internal structure and dynamics, its functions for the individual and society, and its relationship to other social institutions. • Fall

**SOCY 240 Racial, Ethnic, and Gender Inequality** **3 sem. hrs. (MC)**
Analysis of the interaction of minorities with dominant populations; explanations of how minorities are created and maintained; characteristics of racial, ethnic and gender relations in the United States and other societies. • Spring

**SOCY 319 Social Movements** **3 sem. hrs.**
Exploration of social movements and their importance in bringing about social change. Examination of key sociological theories used to understand and analyze social movements. Includes coverage of the women's suffrage movement, the Prohibition era, the Civil Rights era, and the environmental movement.
• As needed

**SOCY 340 Social Science Research Methods** **3 sem. hrs.**
Principles of problem formulation, design, measurement, sampling, data collection and analysis; ethical considerations for research on human subjects. Both qualitative and quantitative research strategies will be covered. Three lectures, one lab per week.
**Prerequisites:** SOCY 341, MATH 150, MATH 200, or instructor permission • Spring

**SOCY 341 Statistical Analysis** **3 sem. hrs.**
Statistical analysis of social science data. The course will cover descriptive statistics, t-tests, analysis of variance, correlation, linear regression, chi-square, and non-parametric statistics, with extensive practice in using SPSS software. • Fall

**SOCY 384 Geographic Information Systems** **1 sem. hr.**
Introduction to the computer software used to map the geographic distribution of a variety of social and physical variables and social indicators. • Fall

**SOCY 420 Social Stratification** **3 sem. hrs.**
An overview of the American class structure, both historic and current, and its impact on other areas of social life; focus on issues of inequality and social mobility. • As needed

**SOCY 447 Criminology** **3 sem. hrs.**
This course offers an extensive examination of the theoretical explanations of deviance and their intersection with crime control policies. The course emphasizes theory development, integration and evaluation, and requires extensive reading and writing. • Spring

# Spanish Interpretation and Translation

*Major, Minor, and Concentration*

**Faculty**

**Dr. Wilfrido Suarez**, Associate Professor of Spanish and Latin American Studies

The Spanish Program at our institution is built to cultivate advanced linguistic proficiency and deep intercultural understanding. We view language not only as a tool for communication but as a pathway to global literacy, cross-cultural insight, and professional versatility.

Guided by the expertise of Dr. Wilfrido Suarez, the program offers both major and minor options in Spanish Translation and Interpretation, as well as focused concentrations within the Bachelor of Arts in Spanish, including:

- **Translation and Interpretation**
- **Spanish for Health Care Professionals**
- **Spanish for International Business**
- **Latino Cultural Insight for Social Work**
- **Elementary Education Endorsement**
- **Secondary Education Endorsement**

Students pursuing teaching careers may also obtain endorsements for elementary and secondary education, further expanding their impact and versatility.

**Why Spanish?**

Spanish is the second most spoken language in the United States and a dominant language across the Americas and parts of Europe. In an increasingly interconnected world, the ability to navigate language with cultural precision and contextual awareness is a powerful asset. This program prepares students to:

- **Achieve high-level proficiency in written and spoken Spanish**
- **Develop expertise in real-time interpretation and nuanced translation**
- **Analyze cultural, historical, and social frameworks that influence communication**
- **Apply their skills in healthcare, education, diplomacy, business, and public service**

According to the National Survey of College Graduates, over 81% of language majors were employed, reflecting the value of multilingual skillsets in a competitive job market. Whether in international negotiations, community outreach, or clinical settings, Spanish fluency opens doors—not just to jobs, but to leadership and meaningful engagement.

In an interconnected world, clear and culturally responsive communication is more vital than ever. The Spanish Translation and Interpretation major offers more than language proficiency—it's a transformative educational experience that fosters global awareness, interpersonal insight, and professional versatility. Rooted in Catholic Franciscan values of compassion, service, and human dignity, the program equips students to act as ethical communicators who bridge linguistic and cultural boundaries. Employers consistently rank communication, collaboration, and intercultural agility among the top skills they seek in today's workforce. Our graduates are prepared to meet these demands. By combining rigorous language instruction with training in contextual understanding and ethical practice, we prepare students to become highly skilled interpreters and translators across a variety of professional sectors—from healthcare and business to diplomacy and education.

**1. Global Dynamics and Cross-Cultural Communication**

- Courses that highlight the **interconnected nature of global societies** and explore the **role of language in international collaboration**
- Training to navigate **linguistic subtleties, idioms, and socio-cultural expectations** for authentic and respectful communication across cultures

**2. Global Perspectives and Social Insight**

- Coursework focused on **global literacy, social awareness,** and the use of language to foster mutual understanding
- Emphasis on skills for engaging with **diverse audiences and international environments** in meaningful ways

**3. Inclusive Communication and Social Awareness**

- Instruction in **respectful, audience-aware language** that acknowledges varied social and cultural backgrounds
- Development of **interpersonal awareness and empathy**, promoting positive engagement in multilingual and multinational contexts

**4. Linguistic Mastery**

- Intensive language training that fosters **advanced proficiency in written and spoken Spanish**, ensuring readiness for high-level translation and interpretation
- Focus on **grammatical precision, lexical depth,** and stylistic accuracy in diverse contexts

**5. Cultural Fluency**

- Exploration of the **historical, social, and philosophical dimensions** of the Spanish-speaking world
- Tools for understanding how **cultural frameworks influence meaning**, ensuring translations and interpretations are contextually authentic

This program prepares students to become highly proficient language professionals, equipped to serve in diverse fields such as public service, international business, health care, diplomacy, law, media, and education. Graduates will possess the intercultural agility and linguistic excellence needed to thrive in today's dynamic global environments.

**Curriculum**

To receive a Bachelor of Arts in Spanish Translation and Interpretation major, students must complete the following: *Prerequisites*: Completing SPAN-101 and SPAN-102 or a passing grade on a Spanish proficiency exam.

**Required credits from the following menu: 36 credits**

- SPAN-205 Intermediate Spanish
- SPAN-210 Introduction to Translation and Interpretation
- SPAN 230: Narco-Wars: Exploring Drug Trafficking in Popular Media
- SPAN 240: Stories of Resistance: Cultures and Civilizations of the Americas through Film
- SPAN-301 Spanish Grammar and Conversation (interpretation)
- SPAN-302 Spanish Grammar and Composition (translation)
- SPAN-303 Spanish for the Professions
- SPAN-311 Culture and Civilization of Spain
- SPAN-312 Culture and Civilization of Latin America and Latinx in the USA
- SPAN-401 Translation and Interpreting Techniques and Strategies
- SPAN-450 Study Abroad or
- SPAN–490 Community-Based Translation and Interpretation Internship

- WRTG-159 Writing with AI
- WRTG-259 Advanced Research & Writing

**Learning Goals**

- Cultural Knowledge: Explain how cultural characteristics, history, values, beliefs, and behaviors of the Hispanic/Latino cultural groups affect their health.
- Interact culturally and linguistically with Spanish-speaking communities within and beyond the United States in culturally responsive ways.
- Apply skills learned through the study of Spanish to solve problems and complete tasks in communities where Spanish is primarily spoken.
- Describe aspects of Spanish-speaking communities' cultural and linguistic diversity within and beyond the US
- Critically reflect on their own identities, cultural heritage, and traditions through the study of Spanish.

Currently, these are the requirements:

**Requirements for Minor in Spanish**

Students must complete a minimum of 18 credit hours, including SPAN 205, and at least 15 credit hours of SPAN 200, 300, and 400-level course offerings.

**Requirements for Concentration in Spanish**

Students must complete a minimum of 12 credit hours, including SPAN 205 and at least 9 credit hours of SPAN 200, 300, and 400-level course offerings.

**What careers can students pursue with a Spanish minor or concentration?**

- Interpreter
- Translator
- Police Officer
- Teacher
- Field Researcher.
- Foreign Service Officer
- International Business Manager
- Product Localization Manager
- Manager
- Social Worker
- Health Care Professional
- Diversity and Inclusion Coordinator
- Flight Attendant

**Concentration for Healthcare Professionals is a 12-credit-hour concentration.**

Students must complete a minimum of 12 credit hours of 200-level course offerings.

Responding to changes in the cultural and demographic development in the United States in general and in the Siouxland area, the study of Spanish for Health Care Professional courses has become an important field of inquiry and exploration for students earning their major, minor, and concentrations in Spanish. Many of our

students must take Spanish for Health Care courses to better equip them for a career in Health Care or a related field, especially when we are in one of the fastest-growing Hispanic populations in the United States.

**Learning Goals**

- Cultural Knowledge: Explain how cultural characteristics, history, values, beliefs, and behaviors of the Hispanic/Latino cultural groups affect their health.
- Cultural Awareness: Recognize that Hispanic/Latino patients have different values shaped by diverse cultural backgrounds. By being respectful of others and accepting people's opinions, rights, and feelings, students allow themselves to develop more successful personal and professional relationships and benefit from cultural diversity.
- Cultural Sensitivity: The United States is a mosaic of cultural and ethnicities with multiple health practices. Being aware that cultural differences and similarities between people exist without assigning them a value, positive or negative, better or worse, right or wrong.
- Cultural Competence: Develop the ability to effectively interact, work, and develop meaningful relationships with Hispanic/Latino patients of various cultural backgrounds.

The following courses will be required for this concentration:

SPAN 221-01 Spanish for Healthcare Professionals I
SPAN 222-01 Spanish for Healthcare Professionals II
SPAN 223-01 Spanish for Healthcare Professionals III
SPAN 224-01 Spanish for Healthcare Professionals IV

The final 4 credit requirement allows students to choose one-credit-hour course each semester during four semesters or two two-credit courses of two-credits in the last semester:

SPAN 221A-01 Clinical Immersion I
SPAN 222A-01 Clinical Immersion II
SPAN 223A-01 Clinical Immersion III
SPAN 224A-01 Clinical Immersion IV
SPAN 225A-01 Clinical Immersion I
SPAN 226A-01 Clinical Immersion II

**International Business Concentration in Spanish is a 12-credit-hour concentration.**

In the connected global economy, a clear understanding of the complex global business environment is important to compete locally as well as in international markets. The International Business concentration is designed to prepare students with the knowledge, languages, cultural skills, and global perspectives required to succeed in the global workplace.

**Learning Goals**

- Explain how multinational firms cope with shifting economic conditions, marketing, and advertising practices, plus politics, and personnel and management problems arising from cultural and language barriers.
- Apply bilingual communications, cultural, and critical thinking skills to resolve challenges that arise because of their impact on demographic and cultural diversity.
- Recognize important management challenges presented by globalization and apply techniques for addressing them.

**Concentration Structure 12 Credits, 4 courses, including:**
**Required Course:**

SPAN 303: Spanish for Business

**Two courses chosen from:**

BUAD 324: International Law
BUAD 329: International Management
BUAD 385: International Business

**One course chosen from:**

SPAN 101: Globalize Your Mind: Language, Culture, and Society of the Spanish-Speaking World
SPAN 102: War on Drugs in the Americas Language and Cultures
SPAN 205: Latinos in American Life and Culture
SPAN 450: Study Abroad: International Business Experience

From a job placement perspective, few firms today operate or compete exclusively in domestic markets. A concentration in international business prepares our students for career opportunities with organizations that interact across borders. Besides, this concentration offers the option of international business experiences that can provide a competitive edge for students while applying for jobs and internships, regardless of the discipline.

**What careers can students pursue with an international business concentration?**

- Foreign sales
- Local and International banking
- Trade and development
- Nonprofit and humanitarian organizations
- Imports/Exports management
- Travel and tourism

**Concentration in Latino Cultural Competency in Social Work (Internal and External)**

Latinos are a diverse community in Siouxland composed mainly of Mexicans, Guatemalans, and Salvadorians. The Hispanic/Latino families generally have a migratory history, bicultural experiences, and are frequently made up of mixed-status family members – all factors that provide them with strengths and vulnerabilities. Students at the University can choose to specialize in Latino Cultural Competency in Social Work, which provides students with a Franciscan Catholic perspective and the knowledge and experience for individual and community-level practice with Latino individuals, families, and communities.

The goal of the Concentration in Latino Cultural Competence is that students develop the cultural and linguistic skills for engaging in culturally grounded practice with Latino clients.
The Concentration provides students with opportunities to learn the critical, cross-cultural factors that influence a social worker's competency to understand the social, linguistic, and cultural context with Latinos and the Latino community.

Students must complete a minimum of 12 credit hours of 200-level course offerings.

SPAN 205 Latinos USA

SPAN 303 Spanish for Careers (Social Workers and Health Care Emphasis)

SWRK 385 and SWRK 385 L Engaging in Cross-Cultures

SWRK 385 L can be either working with a diverse population within the United States or serving internationally. This can also be replaced with SWRK 455 Field Experience if the field experience is in an international placement.

**Spanish K-8 Endorsement**
The Spanish K-8 Endorsement is a certification designed to equip educators with the necessary skills and knowledge to teach in elementary and middle schools in bilingual or Spanish immersion settings (grades K-8). This endorsement ensures that teachers are well-prepared to instruct students in Spanish and foster the development of language proficiency and Hispanic culture awareness.

Students must complete the following Spanish courses (30 credits) to receive the endorsement.

SPAN 205- Intermediate Spanish (3 credits)
SPAN 301- Advanced Grammar and Conversation I (3 credits)
SPAN 302- Advanced Grammar and Conversation II (3 credits)
SPAN 305- Advanced Spanish through Literature and Film (3 credits)
SPAN 311- Culture and Civilization of Spain (3 credits)
SPAN 312- Culture and Civilization of Latin America (3 credits)
SPAN 335- Introduction to the Study of Literature in Spanish (3 credits)
SPAN 440 Seminar in Teaching Methodology (3 credits)
SPAN 450- International Experience (3 credits)

**Spanish 5-12 Endorsement**
The Spanish 5-12 Endorsement is an educational certification program designed to equip educators with the necessary skills and knowledge to teach Spanish to students between the ages of 5 and 12. This endorsement is pursued by teachers who wish to specialize in teaching Spanish at the elementary and middle school levels.

Approval of a Secondary Education Endorsement in Spanish is required. To receive the endorsement, students would need to complete the following courses in Spanish:

SPAN 205- Intermediate Spanish (3 credits)
SPAN 301- Advanced Grammar and Conversation I (3 credits)
SPAN 302- Advanced Grammar and Conversation II (3 credits)
SPAN 305- Advanced Spanish through Literature and Film (3 credits)
SPAN 311- Culture and Civilization of Spain (3 credits)
SPAN 312- Culture and Civilization of Latin America (3 credits)
SPAN 335- Introduction to the Study of Literature in Spanish (3 credits)
SPAN 440 Seminar in Teaching Methodology (3 credits)
SPAN 450- International Experience (3 credits)

**Spanish Courses (SPAN)**
**SPAN 101B: Globalize your Mind: Language, Culture and Society of the Spanish-Speaking World**
**Language and Communication Course I: Year 1 4 sem. hrs.**
This course introduces the language, cultures, and societies of the Spanish-speaking world. Course topics include problems associated with contact, development, and globalization; identity and ethnicity; the role of social movements in the region; the changing status of minorities; and the relationship between ecology and culture. Throughout the course, we will consider the roles that activists have played in Latin America, including as advocates of human rights, cultural and ecological preservation. The course presents a variety of approaches, including cultural and projects in enclaves of historical, geographical, and archaeological interest. This will help participants to experience the reality of the Spanish language, cultures, and societies, to incorporate innovative methodological learning strategies to enhance the learning process with real resources. Participants will also develop their communicative competence in language through an active cultural framework of study (e.g., Iberian and Spanish-American literature, cinema, milestones of art, music and song,

social media, Google Earth, etc.) and participating in field trips to places located in the local Latino community in Sioux City.

**SPAN 101C: The Great Transition of Ancient Civilizations in Latin America: Environmental, Health, Famine, Language and Communication Effects 4 sem. hrs.**

This course is an overview of the history, health arts, society, arts, and religions of the cultures of the Aztec, Maya, and Inca civilizations, and other major early Central, South, and North American cultures, and the environmental impacts of the Spanish colonization. The introduction of livestock, massive hunting, alternative crops, and new diseases precipitated environmental degradation, progressive climate drying, and indigenous population decimation. Humans have lived in the Americas for over ten thousand years. Dynamic and diverse, they spoke hundreds of languages and created thousands of distinct cultures. Native Americans built and settled communities and followed seasonal migration patterns, maintained peace through alliances, and warred with their neighbors, and developed self-sufficient economies and maintained vast trade networks. They cultivated distinct communication forms and spiritual values. Kinship ties knit their communities together. But the arrival of Europeans and the resulting global exchange of people, animals, plants, and microbes- what scholars benignly call Columbian.

**SPAN 102B: War on Drugs in the Americas Language and Culture 4 sem. hrs.**
**Language and Communication Course II: Year 1 Second Semester**

This course explores drug trafficking as one of the greatest current threats to security and stability in the Americas. This illicit trade and the efforts to counter I have taken a devastating toll on individuals, societies, and nations. In this class, we will attempt to gain a greater understanding of how drug trafficking became such an immense problem and why it has been so difficult to combat. After a general introduction to the theme, we will begin by exploring the origins of the international narcotics trade. Why is there such a great demand for drugs? How did the demand for and supply of narcotics develop? We will then focus on the three drugs that historically have had the greatest impact on the Americas: cocaine, marijuana, and opiates. After that, we will address the issue of control and supply, focusing on Latin American and U.S. providers and participants in trafficking networks. How do illegal drugs make their way from producers to consumers? Who participates in trafficking, and why? How did the Americas become involved in a War on Drugs, and why have we been unable to win that war? We will begin the second half of the semester studying the myriad consequences of drug trafficking, including militarization, violence, destabilization, and international tensions. We will conclude by exploring possible solutions to the pressing problem of drug trafficking in the Americas.
**Prerequisite:** SPAN 101 B or SPAN C or appropriate placement through the placement exam.

**SPAN 102C: Pandemic Disease in the Iberian Peninsula and Medieval World: The Black Death 4 sem. hrs.**

Since 2019, the world has been facing COVID-19, a devastating pandemic that has infected and killed more than two million people worldwide. In the past, vaccines, public health interventions, and then antibiotics helped us gain control over the major global infectious diseases; epidemics and pandemics were a fact of life. The most severe pandemic in human history was the Black Death, which struck Europe, Africa, and Asia towards the end of the Middle Ages. Although total (absolute) mortality would be higher from the 1918-19 (Spanish flu) or the current HIV/AIDS pandemics, as a percentage of the population, the mortality from the Black Death (estimated between 40 and 60% in many areas) is the highest of any large-scale catastrophe known to humankind. Which makes it disconcerting that we still know so little about it. This course will. look at the traditional historical sources to reconstruct the pandemic as a social, cultural, and political event. For this was a *pandemic*, a single disease suddenly affecting societies as different as the Mongol Kipchak Khanate in central Eurasia, Christian Iberian Kingdoms, and Muslim Spain. How did the disease emerge out of its likely original home in the highlands of western China? What were its effects in Song- and Yuan-dynasty China, and why have they been invisible to historians for so long? What common practices of trade or animal husbandry

facilitated the spread of the disease outside of East and Central Asia? Why were the responses to the massive mortality so different in Christian, Jewish, and Muslim areas? How did minority populations in the Iberian Peninsula fare in times of great fear and panic? What long-term effects did massive mortality have? And how did all these regions cope with the late medieval shift to a colder climate where plague became a recurrent threat?

**SPAN 205B: Latinos in American Life and Culture 3 sem. hrs.**
**Language and Communication Course III: Year 2**
This course explores the powerful voices, resilient communities, and historical roots of Latino cultures. This course examines how Latinos are renovating the United States socially, culturally, and economically even as they evolve. We also analyze identity, pan-ethnicity, and race; we debate the issue of ethical dilemmas. Posed by immigration, evaluate the implications of Latinos' unprecedented geographical dispersal; explore what the growing second and third generation implies for future socio-economic inequality, political influence, and consider cultural imprints through arts, music, sports, cuisine, and social media.

**SPAN 205D: Hispanic/Latina/o/x Immigration in Siouxland: The Construction of Memory Through Community Service-Learning 3 sem. hrs.**
**Language and Communication Course III: Year 2**
Students will examine personal narratives, oral histories, and local archives to understand how immigrant communities preserve and construct collective memory. In collaboration with local organizations, students will participate in community service-learning projects that amplify immigrant voices and support initiatives rooted in Franciscan values of compassion, service, and justice. Taught in Spanish, this course strengthens language proficiency while fostering meaningful connections between academic learning and real-world advocacy.

**SPAN 230: Narco-Wars: Exploring the Drug Trafficking in Popular Media 3 sem. hrs. (SBL)**
A signature course that examines the history, development, and consequences of the illegal drug trade in Latin America and the United States through a Catholic Franciscan lens. Using films such as *Narcos: Mexico*, *Narco-Wars*, and *Surviving Escobar,* we will explore how drug cartels have been shaped by socio-economic, political, and cultural factors, as well as how these factors impact marginalized communities. The course culminates in a research poster that integrates drug-related issues with Franciscan values, addressing potential solutions to drug trade-related challenges in the Americas.

**SPAN 240: Stories of Resistance: Cultures and Civilizations of the Americas through Films 3 sem. hrs. (SBL)**
This course offers an engaging exploration of the rich and varied cultures and civilizations of the Americas, with a focus on their historical development, unique identities, and ongoing pursuit of civic participation, fairness, and equal opportunity under the law. Through a project-based learning approach, students will study the complex dynamics of race, ethnicity, migration, and colonization that have shaped the Western Hemisphere. Drawing from a selection of impactful films, documentaries, and series, such as *Roma, In the Heights, El Infierno,* and *Smoke Signals,* students will gain insight into the experiences of Indigenous peoples, Afro-descendant communities, and Latin American populations across different regions and time periods. The culminating project is a research poster that proposes practical, community-centered responses to contemporary challenges, guided by the Franciscan values of Building a Caring Community, Peacemaking, Reverencing Creation, and Connection with Joyful Service.

**SPAN 301 Advanced Grammar and Conversation Hybrid/Online 3 sem. hrs.**
An advanced study of grammar nuances, idiomatic expressions, and vocabulary in a conversational context. Readings and videos will encourage class discussion. Students will be evaluated based on their oral and written proficiency through class discussions, written and oral reports. This course is conducted in Spanish.
**Prerequisite:** SPAN 205, four years of high school Spanish, or appropriate placement through the Placement Exam

**SPAN 302 Advanced Grammar and Composition Hybrid/Online 3 sem. hrs.**
A continuation of the grammar principals studied in 301, with additional emphasis on composition. This course is conducted in Spanish.
**Prerequisite:** SPAN 302 or permission of the instructor

**SPAN 303 Spanish for Careers (Business, Healthcare, Education, Social Work, and Law Enforcement) Hybrid/Online 3 sem. hrs.**
An advanced course designed to meet the students' needs for special vocabulary and expressions for the different careers. Emphasis will be placed on business, bilingual education, social-work, law enforcement and health care professions. The ability to study independently, keep with deadlines, and good organizational skills are strongly recommended.

**SPAN 305 Advanced Spanish through Literature and Film Hybrid/Online 3 sem. hrs.**
The course combines Hispanic literature and film that deal with class, ethic, gender and power issues, ethical questions and artistic expression. Special attention will be given to analyze the development of differential power and privilege between diverse groups in the Hispanic atmosphere. This course uses pair and group work, learning in context and critical thinking skills to enhance listening, reading, speaking, and writing skills. The course is conducted entirely in Spanish.
**Prerequisite:** SPAN 302 or permission of the instructor

**SPAN 311 Culture and Civilization of Spain Hybrid/Online 3 sem. hrs.**
A study of the culture and civilization of Spain through its history of social, political, and religious institutions. This course is conducted in Spanish.
**Prerequisite:** SPAN 302 or permission of the instructor

**SPAN 312 Culture and Civilization of Latin America Hybrid/Online 3 sem. hrs.**
A study of the culture and civilization of Latin America through its history of social, political, and religious institutions. This course is conducted in Spanish.
**Prerequisite:** SPAN 302 or the permission of the instructor.

**SPAN 335 Introduction to the Study of Literature in Spanish Hybrid/Online 3 sem. hrs.**
An introduction to the study of literature from the Spanish-speaking world. Emphasis will be placed on the skills necessary to study literature in a foreign language, including an introduction to the literary genres and vocabulary used to analyze literature in Spanish. Works will be chosen from Spain and Latin America. This course is conducted in Spanish.
**Prerequisite:** SPAN 302 or permission of the instructor

**SPAN 411 Survey of the Literature of Spain Hybrid /Online 3 sem. hrs.**
An introduction of the major writers and movements in Peninsular literature. The genres of poetry, drama and narrative will be studied and analyzed. This course is conducted in Spanish.
**Prerequisite:** SPAN 335

**SPAN 412 Survey of the Literature of Latin America Hybrid/Online 3 sem. hrs.**
An introduction of the major writers and movements in Latin American Literature. The genres of poetry, drama and narrative will be studied and analyzed. This course is conducted in Spanish.
**Prerequisite:** SPAN 335

**SPAN 435 Lights/Camera, Action! Hybrid/Online 3 sem. hrs.**
An introduction to plays, and films in the Spanish world, this course will facilitate the study of Hispanic culture and language. This course is conducted in Spanish.

**SPAN 440 Seminar in Teaching Methodology Hybrid/Online 3 sem. hrs.**
This course provides an overview of the theoretical as well as practical foundations, and applications of language instruction approaches, methods, and techniques that are effective in the foreign language classroom in the K-12 school setting. Recent trends and historical approaches to teaching foreign languages, and their applicability will be investigated. The concept of communicative language teaching, and the appropriate connections with other disciplines will be made. Teaching demonstrations, and research critiques based on the learning and teaching principles of the class will be required.
**Prerequisite:** Departmental approval

**SPAN 450 International Experience 0-6 sem. hrs.**
An opportunity to study abroad for at least a week. This includes a complete immersion into a Hispanic language and culture. Arrangements from academic credits, and faculty approval must be made prior to international experience. Pass/no-credit grading. May be taken for no credit, or up to a total of six semester hours, depending upon instructional contact time.
**Prerequisite:** Departmental approval.

**SPAN 475 Independent Study Hybrid/Online 3 sem. hrs.**
Open to students who wish to engage in directed research in a selected area of study. The ability to study independently, keeping to deadlines and good organizational skills are required.
**Prerequisite:** Departmental approval

**SPAN 490 Internship (Local and/or International) 3 sem. hrs.**
An intensive, supervised work experience in a discipline related work environment, where student would use his/her knowledge of Spanish daily. Site and scheduling must be agreed upon by the student, faculty member and workplace. Pass/no-credit grading.
**Prerequisite:** Approval of supervising faculty member

**SPAN 498 Senior Seminar Hybrid/Online 3 sem. hrs.**
A capstone course focusing on different topics of Spanish grammar, culture, or literature. Conducted in Spanish.

# Special Education

*Teaching Endorsement*

The Special Education Endorsement prepares candidates to teach as a K-8, 5-12, or K-12 Instructional Strategist I: Mild/Moderate special education teacher.

**Teaching Endorsement**
In the state of Iowa, Special Education for earning licensure for Instructional Strategist I is not a major. It is an endorsement taken in conjunction with an education major (elementary, secondary, or K-12 education).

**Requirements:**

- Required Courses: To achieve the K-8, 5-12, or K-12 Special Education Endorsement, Education majors must take the courses listed below in addition to their major requirements.
- Foundations of Reading Test: Those students pursuing the **K-8 Instructional Strategist I: Mild/Moderate Endorsement** (Endorsement #260) must take the Foundations of Reading Test (FoRT). This includes completion of elementary education literacy courses. For details on the Foundations of Reading Test requirement, see *Elementary Education* in this catalog.

**Faculty**
See Education.

## Special Education Courses (SPED)

**SPED 200 Introduction to Special Education** **3 sem. hrs.**
This course introduces a variety of special education topics, including the philosophical, historical, and legal bases for special education. Students explore laws supporting individuals with disabilities with primary focus on the Individuals with Disabilities Education Act, its core principles, IEPs, and the practical application of special education law in working with families and teaching learners with disabilities. Topics explored in this course will be examined in greater depth in other courses within the special education program.

**SPED 220 Foundations of Special Education Assessment and Instruction** **3 sem. hrs.**
This course examines assessment, diagnosis, and evaluation concepts and practices and the connection between assessment and instruction in program development and implementation with students with disabilities. Students explore legal provisions and practical applications related to the use of unbiased measures for eligibility determination, individualized program planning, and progress monitoring. Students also explore high-leverage instructional practices with an emphasis on explicit instruction and data-based decision-making. This course is designed as a prerequisite to other special education methods courses.

**EDUC 270 Exceptional Learners** **3 sem. hrs.**
The intent of the course is to examine the education of persons with learning disabilities, intellectual disabilities, emotional and behavioral disorders, physical disabilities, sensory impairments, other health impairments, and gifted and talented children. The special traits of each group will be studied as well as the relationships of their traits and abilities to their education, social and psychological needs. Stress will be placed on practical applications of theory (e.g. remediation techniques, etc.) as well as the theories regarding etiological factors.
**EDUC 290 Behavior and Classroom Management** **3 Sem. hrs.**

This course examines classroom and behavior management theories and methods for developing a positive, safe learning environment that improves academic engagement and achievement of all learners. Students develop an understanding of school-wide multi-tiered system of supports and identify concepts and strategies for developing positive interventions and supports in general education classrooms. Students also study challenging behavior, behavior intervention plans, and strategies to address difficult and aggressive student behavior to be prepared to respond to the needs of students with and without disabilities.

**SPED 300 Specialized Instruction & Methods for K-8 Students with Disabilities 2 sem. hrs.**
This course examines methods and strategies for teaching K-8 students with mild/moderate disabilities. Students explore curricular and instructional methods, strategies, and materials, as well as using appropriate assessments to make instructional decisions in daily teaching and for progress monitoring. Specially designed instruction in the core academic areas of reading, writing, and math are emphasized. SPED 01IS: K-8 Practicum in Special Education is taken concurrently, providing a 20-hour field experience in a K-8 special education placement.
**Prerequisites:** SPED 200: Introduction to Special Education, SPED 220: Foundations of Special Education Assessment and Instruction
**Corequisite:** SPED 01IS: K-8 Practicum in Special Education

**SPED 01IS K-8 Practicum in Special Education 1 sem. hr.**
This 20-hour field experience engages students in working alongside a special education teacher. Students participate in observation, interaction, and teaching activities to apply and practice methods and strategies for specially designed instruction. Taken concurrently with SPED 300: Specialized Instruction & Methods for K-8 Students with Disabilities.

**SPED 310 Specialized Instruction & Methods for 5-12 Students with Disabilities 2 sem. hrs.**
This course examines methods and strategies for teaching 5-12 students with mild/moderate disabilities. Students explore curricular and instructional methods, strategies, and materials, as well as using appropriate assessments to make instructional decisions in daily teaching and for progress monitoring. Specially designed instruction in the core academic areas of reading, writing, and math are emphasized, as well as instructional considerations to support secondary transition needs. SPED 03IS: 5-12 Practicum in Special Education is taken concurrently, providing a 20-hour field experience in a 5-12 special education placement.
**Prerequisites:** SPED 200: Introduction to Special Education, SPED 220: Foundations of Special Education Assessment and Instruction
**Corequisite:** SPED 03IS: 5-12 Practicum in Special Education

**SPED 03IS 5-12 Practicum in Special Education 1 sem. hr.**
This 20-hour field experience engages students in working alongside a special education teacher. Students participate in observation, interaction, and teaching activities to apply and practice methods and strategies for specially designed instruction. Taken concurrently with SPED 310: Specialized Instruction & Methods for 5-12 Students with Disabilities.

**SPED 340 Teaching Students with Disabilities in the General Education Setting 3 sem. hrs.**
This course examines strategies and tools to increase participation and achievement of students with disabilities in the general education setting. Students explore instructional principles and practices, including universal design for learning, accommodations and modifications, and assistive technology. Students develop an understanding of effective communication and collaboration skills, how to work in consultative and co-teaching roles, and appropriate duties for and supervision of para-educators. Students engage in a 15-hour

practicum, observing, engaging, and collaborating with a special educator who works in consultative and/or co-teaching roles.
**Prerequisites:** EDUC 250

**SPED 350 Behavior Interventions 3 sem. hrs.**
This course prepares students to plan and implement individual behavior management and behavior change strategies for students with disabilities. Students explore principles and practices for developing functional behavioral assessments and planning and implementing behavior intervention plans that employ prevention, teaching, and non-aversive techniques to address social-behavioral needs. Students engage in a 10-hour practicum with a focus on behavioral observation and collecting and analyzing behavioral data.
**Prerequisites:** SPED 200, EDUC 250

**SPED 400 Collaborative Partnerships & Program Planning for Students with Disabilities 3 sem. hrs**
This course examines legal requirements and practical applications in the development of individualized education programs through collaborative partnerships among families, professionals, and outside agencies. Students study family systems, dynamics, advocacy, and cultural-linguistic diversity to effectively engage and communicate with parents. Students develop an awareness of sources of services, networks, and organizations for individuals with disabilities, including transitional supports for postsecondary living, learning, and employment. Case studies provide students the opportunity to develop IEPs for students at both elementary and secondary levels.
**Prerequisites:** SPED 200, senior standing

**EDUC 408 Std Teach Elem/ K-8 SPED Strat 1 13 sem. hrs.**
Scope and general characteristics of the elementary classroom and the K-8 special education classroom, including teacher characteristics, evaluation; classroom management and control; current trends and issues in teaching and professional growth. Directed observations, participation and teaching under the supervision and guidance of selected classroom teachers and the college supervisor of student teaching. The Education Department will determine the length of each placement. Must be taken in conjunction with EDUC 14IS Electronic Portfolio.
**Prerequisites:** Acceptance into the Teacher Education Program and completion of the professional methods courses

**EDUC 409 Std Teach Elem/ K-12 SPED Strat 1 13 sem. hrs.**
Scope and general characteristics of the elementary classroom, the K-8 special education classroom, and the 5-12 special education classroom, including teacher characteristics, evaluation; classroom management and control; current trends and issues in teaching and professional growth. Directed observations, participation and teaching under the supervision and guidance of selected classroom teachers and the college supervisor of student teaching. The Education Department will determine the length of each placement. Must be taken in conjunction with EDUC 14IS Electronic Portfolio.
**Prerequisites:** Acceptance into the Teacher Education Program and completion of the professional methods courses

**EDUC 416 Std. Teach Sec/ 5-12 SPED Strat 1 13 sem. hrs.**
Observation and participation in teaching and other professional activities related to the work of the secondary school teacher and the 5-12 special education teacher; planning periods and conferences with the supervising teacher and the college supervisor(s) of student teaching. The Education Department will determine the length of each placement. Must be taken in conjunction with EDUC 14IS Electronic Portfolio.

**Prerequisites:** Acceptance into the Teacher Education Program and completion of the professional methods courses

**EDUC 417 Std Teach Sec/ K-12 SPED Strat 1 13 sem. hrs.**
Observation and participation in teaching and other professional activities related to the work of the secondary school teacher, the K-8 special education teacher, and the 5-12 special education teacher; planning periods and conferences with the supervising teacher and the college supervisor(s) of student teaching. The Education Department will determine the length of each placement. Must be taken in conjunction with EDUC 14IS Electronic Portfolio.
**Prerequisites:** Acceptance into the Teacher Education Program and completion of the professional methods courses

**EDUC 424 Std Teaching K12/K-8 SPED Strat 1 13 sem. hrs.**
Observation and participation in teaching and other professional activities related to the work of the physical education teacher in both elementary and secondary schools and the K-8 special education teacher; planning periods and conferences with the supervising teacher and the college supervisor(s) of student teaching. The Education Department will determine the length of each placement. Must be taken in conjunction with EDUC 14IS Electronic Portfolio.
**Prerequisites:** Acceptance into the Teacher Education Program and completion of the professional methods courses

**EDUC 425 Std Teaching K12/ 5-12 SPED Strat 1 13 sem. hrs.**
Observation and participation in teaching and other professional activities related to the work of the physical education teacher in both elementary and secondary schools and the 5-12 special education teacher; planning periods and conferences with the supervising teacher and the college supervisor(s) of student teaching. The Education Department will determine the length of each placement. Must be taken in conjunction with EDUC 14IS Electronic Portfolio.
**Prerequisites:** Acceptance into the Teacher Education Program and completion of the professional methods courses

**EDUC 426 Std. Teaching K12/ K-12 SPED Strat 1 13 sem. hrs.**
Observation and participation in teaching and other professional activities related to the work of the physical education teacher and the special education teacher in both elementary and secondary schools; planning periods and conferences with the supervising teacher and the college supervisor(s) of student teaching. The Education Department will determine the length of each placement. Must be taken in conjunction with EDUC 14IS Electronic Portfolio.
**Prerequisites**: Acceptance into the Teacher Education Program and completion of the professional methods courses

# Sports Information

*Bachelor of Arts*

In the Franciscan tradition of service, caring and openness to all, the mission of The Department of Media Communications is to prepare competent, well-trained and liberally educated men and women in the converging field of media. Students will gain knowledge through theory, practical and applied learning which will provide the valuable education and experience needed for a career in this challenging field.

The Department of Media Communications offers programs in which students seriously interested in the wide and varied careers in communication can become personally involved by working with and learning from people both inside and outside the profession. The faculty in the department are aware of the skills which those in the businesses of radio, television, print, public relations, photography, advertising, graphic design and social media demand of incoming professionals in a converging industry.

The Sports Information curriculum is designed to whet your appetite by enabling you to enroll as a first-year student in a series of beginning-level courses: Introduction to Mass Media, Visual Communication and the Mass Communications practicum. We then begin to shape your writing skills. As a sophomore, you will enter our newswriting sequence. At the beginning of your junior year, now that you have mastered the art of writing, you enter the advanced level coursework in graphic design and video production.

By the end of your junior year, as a pre-professional, you are ready for courses that are more advanced and internships. By the time of your graduation, you will have the beginnings of an impressive résumé, a media portfolio and practical experience in the field. Upon graduation, you will have the basic tools, talent and experience necessary to be highly competitive for the many entry-level media slots.

Upon graduation, students majoring in Sports Information will be able to interpret the role of the media and how it has affected society from a historical perspective, demonstrate an understanding of the profession within the context of convergence, have knowledge of theories and concepts prevalent in the field, be familiar with important legal issues that face the field of mass communication, develop personal values based upon ethical standards, recognize ethical dilemmas that face mass media professionals, recognize the power of the media and its effects on society, demonstrate proficiency in the various writing styles appropriate for the communication professions, demonstrate the ability to write and edit articles for publication, critically evaluate written and oral presentations for style and content, interpret, create and disseminate visual information, obtain and demonstrate the skill necessary to use technologies appropriate to the field, plan, create and complete projects using electronic media, apply the knowledge and skills appropriate in the communication field, demonstrate skills needed for an entry-level position in the profession, understand, analyze and evaluate research, and demonstrate an understanding of research methods.

**Bachelor of Arts Degree in Sports Information Requirements:**
Requirements:
SPIN 106 Smartphone Photography (3)
SPIN 200 Beginning Newswriting (3)
SPIN 205 Mass Communications Practicum I (3)
GDES 225 Graphic Communications (3)
SPIN 240 Social Media (3)
SPMA 301 Sport Marketing and Promotions (3)
SPIN 307 Public Relations (3)

SPIN 310 Photojournalism (3)
SPIN 312 Advanced Newswriting and Copy Editing (3)
SPIN 330 Video Production (3)
SPIN 331 Reporting for Electronic Media (3)
SPIN 333 Advanced Video Production (3)
SPIN 405 Mass Communications Practicum II (3)
SPIN 414 Social Media Management (3)
SPIN 445 Capstone (3)
GDES 490 Internship (3)

**Electives:**
MCOM 101 Introduction to Mass Media (3) (HC)
MCOM 216 Basic Photography (3)
MCOM 220 Visual Communications (3)
MCOM 230 Global Media Studies (3)
GDES 325 Website Production (3)
GDES 340 Data Visualization and Information Graphics (3)
GDES 345 Motion Graphics (3)
MCOM 320 Advanced Photography (3)
MCOM 326 Documentary Photography (3)

**Minor**
Requirements: Eighteen hours approved by the department chairperson of which six hours must be at the 300-level.

**Faculty**
**Mr. Ford Clark**, Assistant Professor of Sports Information
**Mr. Rich Yates**, Associate Professor of Graphic Design and Chairperson of Media Communications
**Ms. Kristen Perez,** Assistant Professor of Mass Communications
**Mr. Michael Crowley,** Associate Professor of Digital Media, *Emeritus**

**Sports Information Courses (SPIN)**

**SPIN 106 Smartphone Photography** **3 sem. hrs.**
This course will examine the use of a smartphone's camera through shooting, editing, sharing and printing your images. Students will become familiar with basic photography controls of their phone, composition and lighting. • Spring

**SPIN 200 Beginning Newswriting** **3 sem. hrs.**
Instruction in basic skills for writing in print journalism. Includes news values, writing leads, rewrites and follow-ups, and writing simple, complex and special story types. Students may be expected to submit publishable stories to the campus newspaper or other campus publications. All first-year students are strongly advised to take WRTG 159 before beginning the print sequence. • Fall

**SPIN 205 Mass Communications Practicum I** **3 sem. hrs.**
This practicum is developed to gain experience in writing, photography, video podcasting and radio for an online news site on deadline. Students will produce news and features, as well as social media content. Students will become familiar with the computers and various software programs. • Fall/Spring

**GDES 225 Graphic Communications** **3 sem. hrs.**
An introduction to the process of graphic arts production with emphasis on the various methods and techniques translating ideas and information to print material. The primary focus will be on production, layout and typography as they apply to print media, advertising and public relations. Newspaper, magazine and newsletter formats are discussed. • Fall

**SPIN 240 Social Media 3 sem. hrs.**
Social media has transformed new professionals how professionals reach their audiences. It is essential for those entering a wide variety of fields to be prepared to use these new tools and platforms effectively. Thi8s course explores the opportunities, challenges and implications of social media usage for the communications profession, including journalism, public relations, business and marketing. This course structure will be in part "seminar" course format, so preparation and participation are essential for success. Additionally, the course will be in part lab work. • Fall

**MCOM 300 Media Law and Ethics** **3 sem. hrs.**
This course will introduce you to basic communication law and ethics. We will be studying laws that have been interpreted by the Supreme Court of the United States, as well as some appellate courts, and their interpretations are the final word. Fall

**SPMA 301 Sport Marketing and Promotions** **3 sem. hrs.**
This course explores the concepts and principles of marketing as they apply to sports and event marketing strategies. Areas of study include market analysis, action plans, including prime prospect identification, marketing mix development and evaluations tools.
**Prerequisite:** ECON 210 • Spring

**SPIN 307 Public Relations** **3 sem. hrs.**
This course is a general overview of the field of public relations-how it functions in organizations and in society. The course proceeds from the perspective that public relations is a communication management function through which organizations adapt to, alter or maintain their environment in order to achieve organizational goal. The course addresses how public relations is used to improve productivity for business, government and not-for-profit organizations; how organizations can more effectively respond to regulatory initiatives and organization-wide strategic planning.
**Prerequisite:** For MCOM and GDES majors: MCOM 200 • Spring

**SPIN 310 Photojournalism** **3 sem. hrs.**
In depth study of photojournalism that includes assignment on deadline for all categories of photojournalism. Course includes individual assignments as well as photo essays and projects. Study of master photographers and photojournalists is included. The impact of photography as an information/communication tool, legal and ethical issues are discussed.
**Prerequisite:** MCOM 216, MCOM 220 • Fall (odd years)

**SPIN 312 Advanced Newswriting and Copyediting** **3 sem. hrs.**
Advance newswriting and copyediting for print media, covering local government, beats reporters, multipart in-depth stories, ethics and the law. Course includes intensive copyediting, headline writing, use of computer-assisted reporting techniques and news preparation. • Spring
**Prerequisite:** MCOM 201

**SPIN 330 Video Production** **3 sem. hrs.**
Instruction and workshop in introductory video production. Students will learn basic skills related to filming, audio, lighting and editing and will master the techniques for making compelling short-term video content with a smartphone. To properly prepare students for possible work in the broadcast industry or for those working with the broadcast industry, this course will be taught primarily through hands-on experiences as well as lectures/class discussion. • Fall

**SPIN 331 Reporting for Electronic Media** **3 sem. hrs.**
This course is designed to teach you the basic skills you need to write and report news for electronic media. In addition to developing a clear, concise and conversational writing style, emphasis will be placed on accuracy, grammar spelling and punctuation, strong leads, proper formatting, storytelling, interviewing skills, news judgement, shooting, editing and production.
**Prerequisite:** SPIN 200, SPIN 330 (may be taken during same semester) • Fall

**SPIN 333 Advanced Video Production** **3 sem. hrs.**
Hands-on instruction in field video production, digital video editing and studio production. Students will produce multiple video projects. Develop a "critical eye" through analysis of a variety of video productions (including commercials, documentaries, movies, etc.).
**Prerequisite:** SPIN 330 • Spring

**SPIN 405 Mass Communications Practicum II** **3 sem. hrs.**
This course is developed to gain experience in writing, photography, video podcasting and radio for an online news site on deadline. Students will produce news and features, as well as social media content. Students will become familiar with the computers and various software programs. • Fall/Spring

**SPIN 445 Capstone** **3 sem. hrs.**
Students will select a not-for profit agency and redo branding for the agency. This includes website, video, marketing, public relations and social media materials. Students will present work for client approval and then present it to the public
**Prerequisite:** Senior Level Status

**SPIN 490 Internship** **3 sem. hrs.**
On-site work experience in media-related fields. Minimum of 300 working hours.
**Prerequisite:** With departmental approval • Fall/Spring

# Sport Management

*Bachelor of Arts*

The mission of the Briar Cliff University Business Department is to deliver a quality education and develop individuals who can provide leadership in a changing global environment, within an ethical and socially responsible framework. This is accomplished through a broad education using business theory and practice and based upon a liberal arts foundation.

The department's goals are based on a concept that emphasizes not only technical competence but also the ethics of professional service, thus seeking to foster sensitivity and responsiveness to social responsibilities as well as the ability to identify and pursue personal opportunities. The faculty endeavor to achieve these goals through a variety of teaching techniques including lectures, cases, role-playing, seminars, directed study, internships and computer team simulations. The department arranges and supervises internships (i.e. actual job situations) for qualified juniors and seniors.

The major in Sport Management will provide necessary instruction in functional areas including management, marketing, finance and accounting, as well as economics. This provides a generalist background needed for a variety of careers in sport management and a solid foundation for post graduate work and undertakings.

Upon graduation, students majoring in Sport Management will be able to demonstrate competencies in the core areas of research, problem solving, statistical analysis, computer skills, mathematics, oral communication and writing, apply ethical reasoning to decision making and demonstrate personal and team leadership skills, exhibit knowledge of the legal, regulatory, ethical and technological issues inherent in the global environment of business today, demonstrate skills necessary to progress in a career and/or pursue advanced studies, apply fundamental knowledge of economics, finance, information systems, business research, accounting, law, sport management, marketing and international business to decision making.

**Bachelor of Arts Requirements:** Minimum of 27 credit hours from the Sport Management offerings (SPMA) including SPMA 201, 220, 301, 325, 335, 430, 429 and 479. In addition, BUAD 210, 223, 225, 226, 308, 325, 330, 352, ECON 210 and ACCT 203 and 204 and Math 200, The business faculty will certify the general education service component and competencies in computer usage, morals/ethical reasoning, oral communication, research and writing in this major. For graduation, a student must have a C- or better in all major core and supporting courses.

**Faculty**
**Mr. Paul Santos,** Associate Professor of Accounting and Chairperson
**Mr. Joseph Ciquera**, Assistant Professor of Business Administration
**Mr. Scott Griffith,** Assistant Professor of Business Administration
**Dr. Jeffrey White,** Assistant Professor of Sport Management
**Mr. Mark Rossi, JD,** Professor of Business Administration
**Dr. Judy Thompson,** Professor of Business Administration *Emerita*

**Sport Management Courses (SPMA)**

**SPMA 201 Principles of Sport Management** **3 sem. hrs.**
This course presents an introduction to concepts and practices in the area of sport management. The course uses a unique approach in addressing the substantive aspects of the sport management profession by presenting both the theoretical foundations and subsequent applications of these principles. The course

presents a broad overview of the sport management profession including sections on the fundamentals of sport management, human resources management, issues of policy, facility management, marketing and the economics and finance of the sport management industry. • Spring

**SPMA 301 Sport Marketing and Promotions** **3 sem. hrs.**
This course explores the concepts and principles of marketing as they apply to sport and event marketing strategies. Areas of study include market analysis, action plans, including prime prospect identification, marketing mix development and evaluations tools.
**Prerequisite:** ECON 210, SPMA 201 • Spring

**SPMA 320 Sport Law** **3 sem. hrs.**
This course is designed to enable sport management students to expand their knowledge of some of the laws, rules and regulations that apply to the sport industry and that impact the work setting of sport organizations. Students will learn about and analyze substantive legal concepts in the following core areas of law: constitutional, employment, antitrust, labor, intellectual property, agency, contract, and business. The purpose of the course is to provide students with an understanding of the legal issues involved in the operation and management of organizations in the sport industry, and to equip students with the skills and strategies needed to effectively work with business executives and lawyers to resolve these issues. The course will focus on the practical application of laws, rules and regulations to situations current students will likely face (and decisions current students will likely need to make) when they become sport managers.
**Prerequisite:** BUAD 223 • Fall

**SPMA 325 Event and Facility Management** **3 sem. hrs.**
This course assists students in developing an understanding of the knowledge and skills needed to manage facilities used in sport and a variety of events. Topics addressed include planning techniques, event logistics and staffing, crowd control and safety, liability and insurance, contracts, and facility design.
**Prerequisite:** SPMA 201 • Fall

**SPMA 335 Name, Image Likeness and Personal Branding** **3 sem. hrs.**
In order to take advantage of promotional opportunities using your name, image and likeness, students and student-athletes need to focus on building a strong, positive and engaging personal brand. This course will provide a history of promotional opportunities in amateur sport and an overview of the legal and regulatory landscape governing the ability of amateurs to profit off their own NIL. Students will learn how to locate promotional opportunities, develop marketing strategies, pitches and best practices to capitalize on these opportunities. All students interested in amateur or college sport, entertainment, the arts, marketing and personal branding are encouraged to enroll. • Fall

**SPMA 429 Strategic Sport Management** **3 sem. hrs.**
Integration of key concepts and theories in business administration and sport management; strategic management; application to the context of sport with emphasis on professional sport organizations and intercollegiate athletic departments. In this course, students integrate previous knowledge, including management, marketing, sport operations, finance, analytics, risk management and human resources, in the development of business strategy in a competitive setting in the sport sector. Students acquire in-depth knowledge and critical understanding of the global environment in which sport organizations operate, the strategic management process, industry and competitive analysis, strategies to build competitive advantage, managing the internal organization and issues pertaining to the social responsibility of sport organizations. In the context of this module, students carry out a major research study in the field of sport, which enables them to gain indepth insights in the strategic management of sport organizations. • Spring

**SPMA 430 Sport Finance** **3 sem. hrs.**

Analysis of the relationship between finance and the sport industry is addressed in this course. Students will study the financial and economic aspects of sport organizations and current issues relating to high school, collegiate, amateur and professional sport.

**Prerequisite:** ECON 210, ACCT 203, ACCT 204 and MATH 200 • Fall

**SPMA 440 Current Issues in Sport** **3 sem. hrs.**

Designed to examine current trends and issues in the study of sport administration. The field of sport administration is in a dynamic state. New theories, practices, and processes are constantly being developed. A variety of perspectives on these trends and issues will be analyzed by drawing on current literature and research in the sport industry.

**Prerequisite:** SPMA 430 • Spring

**SPMA 479 Sport Analytics** **3 sem. hrs.**

This course is designed to provide students with an introduction to the field of sport management analytics. Sport analytics is the use of data and advanced statistics by sport organizations to measure performance and make informed decisions in order to gain a competitive advantage on the field, in ticketing and sales, corporate partnerships and other important areas of the business. In order to help students understand and apply sport analytics, basic research methods, statistical modeling and data visualization will be introduced.

**Prerequisite:** Math 200 • Spring

**SPMA 390-490 Internship** **3 sem. hrs.**

Students have the opportunity to gain practical work experience, learn new skills, and develop professional contacts through internships. The internship is a critical component of the Sport Management major. This three-unit hour experience (minimum of 120 contact hours) must be completed during the junior or senior years under the direction of work site supervisor. Internships provide an excellent opportunity for students to gain work experience and create contacts in the sport industry. One three-hour internship is required for graduation.

• Fall/Spring

# Theology

*Bachelor of Arts, Minor*

The Theology program at Briar Cliff University is a concrete expression of the University's identity as a Catholic Franciscan institution and an important part of the University's focus on the liberal arts education experience. The department offers students across the campus community an opportunity to engage such centrally important issues of human existence as God, faith, religion, and the moral life in an atmosphere that encourages inquiry and honest conversation. Such inquiry encourages students to think seriously about their own worldview and the role that faith and religion play in their lives and in the lives of others. Such inquiry is at the core of the liberal arts experience.

Courses offered by the department provide students with the philosophical and theological concepts necessary to articulate the teachings of the Christian tradition in ways that are both genuine and meaningful for our times. Students will also develop skills for undertaking respectful dialogue with people of all religious (and even no religious) traditions. While the department highlights the Roman Catholic and Franciscan heritage of the University, students will find course offerings that challenge them to consider the essential questions of life's meaning in light of their own experiences.

In addition to providing a broad range of courses that satisfy the university's Religious (RE) foundation requirement, the Theo–Phil Department offers both minor and major degree programs in Theology.

**Minor**
Students who wish to include a broad exposure to key religious topics and issues in their liberal arts education can choose to minor in Theology. The Theology Minor consists of three required courses and three elective courses.

**Requirements (18 credit hours):** The three required courses include: THEO 115 or THEO 116, THEO 204, THEO 223 or THEO 224. At least one of the three elective courses must be 300-level or higher.

**Major**
Students who choose to major in Theology may select one of four tracks: Theological Foundations, Biblical Theology, Theology Teacher, or Theological Studies. These tracks are designed to provide a solid grounding in theology, and yet offer the student opportunities to tailor a course of study that meets his or her particular interests and career goals.

**[I] Theological Foundations Track**
This track provides students with a solid grounding in Christian teachings that will inform both their other academic work and their future career choices. *Theological Foundations* consists of six required courses and four elective courses. Two electives must be 300-level or higher. It is recommended that students take both THEO 223 and THEO 224.

**Requirements (30 credit hours):** THEO 115 or 116, THEO 223 or 224, THEO 245 or THEO 255, THEO 325, THEO 405, THEO 491, plus four electives.

**[III] Theology Teaching Track**
Students who wish to teach religion in Christian schools, including Catholic Schools, or to work in parish catechetical programs, may choose this track. *Theology Teaching* consists of seven required Theology courses, three elective Theology courses, and fifteen required Education courses. Two of the Theology electives must be 300-level or higher.

**Teaching Certification**
For students wishing to pursue a career teaching religion classes in Iowa, the Theology Teaching Track requires a major in Theology and a major in K-12 Education, including a semester of student teaching in K-12 religion classes. Although Iowa does not license religion teachers, the Diocese of Sioux City will issue a certificate verifying the student's preparation for teaching. For students wishing to pursue a career teaching religions classes in Nebraska, the above requirements will meet Nebraska licensing requirements.

**THEO Requirements (30 credit hours):** THEO 115 or 116, THEO 223, THEO 224, THEO 245 or 255, THEO 325, THEO 405, THEO 491, plus three electives.

**EDUC Requirements (31 credit hours):** EDUC 100 with EDUC 101, EDUC 250, EDUC 270, EDUC 318, EDUC 330, EDUC 412, EDUC 452, EDUC 423 with EDUC 09IS, EDUC 03IS, EDUC 14IS, EDUC 150, EDUC 01IS2/THEO 98IS, EDUC 02IS2/THEO 99IS.

**Faculty**
**Sr. Sarah Kohles**, Assistant Professor of Theology, Chairperson
**Dr. Jacob Torbeck,** Assistant Professor of Theology
**Sr. Ruth Agnes Ahlers,** Associate Professor of Theology *Emerita**
**Se. Michaela Galles,** Associate Professor of Theology *Emerita**

**Theology Courses (THEO)**

**THEO 106 The Good Life** **3 sem. hrs. (TL)**
The search for wisdom involves discovering "what works" in the pursuit of living a good life. This course draws upon the wisdom of the world religions, Old Testament wisdom literature in particular, and the Franciscan tradition as it explores what it means for people to live life well. Students will further explore their own understanding of what it means to live life well in light of these various traditions and their lived experience.

**THEO 115 Foundations of Christianity** **3 sem. hrs. (TL)**
A survey into the essentials of Christian faith and practice, primarily as they are expressed in Roman Catholicism. Students will be invited to reflect on the meaning of faith, the relevance of the message and mission of Jesus Christ for the contemporary world, and the role of human spirituality in everyday life.
• As needed

**THEO 116 Church in the World** **3 sem. hrs.**
A comprehensive theological, historical, and sociocultural exploration of Christianity, spanning from its origins to the contemporary age. Focus will be upon significant individuals, places, events, and issues that have influenced the Christian churches, contributing to a distinctive world religion that displays doctrinal variety, denominational plurality, and ethnic diversity. • Fall/Spring

**THEO 202 World Religions** **3 sem. hrs.**
A comprehensive survey encompassing the major ancient and enduring religious traditions that emerged out of the Eastern–Western spectrum of civilizations anchored by Asia and Europe. These religions will be examined via their historical, scriptural, doctrinal, ritual, ethical, and sociocultural dimensions. Cursory attention will also be devoted to the Northern–Southern axis of religions originating in Africa and the Americas.
• Spring

**THEO 203 Christian Denominations** **3 sem. hrs.**
The multiplicity of Christian denominations is a phenomenon of modern times (i.e., the past half-millennium). Students will study the history of the major families of Christian denominations, along with the doctrinal,

ecclesial, and liturgical distinctions among these denominations. Contemporary ecumenical movements that seek to reduce divisions among Christians will also be considered.

**THEO 204 Christian Morality** **3 sem. hrs.**

This course explores ideas and approaches regarding ethical principles and moral choices that are informed by Christian scripture and tradition. It also brings Christian morality into dialogue with opportunities as well as challenges that are posed by science and technology within our contemporary world.

• Fall

**PHIL 210: Ethics** **3 sem. hrs. (EL)**

Examine several ethical theories and arguments that shape how people think morally, and considers numerous human behaviors, individual and social, from various moral perspectives.

**THEO 223 Old Testament** **3 sem. hrs. (TL)**

A comprehensive literary, historical, and theological exploration into the texts and genres composing the holy scriptures of Ancient Israel, sacred to both Judaism and Christianity. Students will scrutinize the contents, structures, and sociocultural contexts of the biblical books to comprehend the religious ideas and ethical values which gave them shape—and which have shaped scripturally inspired faith communities for more than two millennia. • Fall

**THEO 224 New Testament** **3 sem. hrs.**

A comprehensive theological, literary, and historical exploration into the texts and genres composing the sacred scriptures produced by early Christianity. Students will scrutinize the contents, structures, and sociocultural contexts of the biblical books to comprehend the religious ideas and ethical values which gave them shape—and which have shaped scripturally inspired faith communities for more than two millennia.

• Spring

**THEO 225 Scripture in Times of Disruption** **3 sem. hrs.**

Much of the Old Testament was written about times of upheaval. Furthermore, the Biblical text itself was written (or rewritten and edited) during times of disruption. Given the world's current collective experience of disruption, readers of the Bible are offered the opportunity to understand the sacred text in new ways. This course will introduce multiple methods of engaging Old Testament narratives.

**THEO 240 Topics in Franciscan Ethics** **3 sem. hrs.**

This undergraduate course explores the ethical dimensions of the Franciscan Value being emphasized during the current academic year (Peacemaking, Reverencing Creation, Joyful Service, or Building a Caring Community). Students will examine key theological and philosophical foundations for ethical decision-making in the context of this value, exploring both the historical development and contemporary relevance of Christian perspectives on pertinent related issues. The course will engage with prominent Christian thinkers in the area of study, offering an understanding of the diverse ethical positions within the Christian tradition, and the tools by which to make ethical judgements more broadly.

**THEO 245 Christian Social Ethics** **3 sem. hrs. (EL)**

This course is a critical introduction to normative Christian social ethics (its methodology, theology, and moral principles) on selected contemporary moral issues such as labor rights, poverty, racism, and environmental degradation. Students will be introduced to the origins and development of the tradition of Christian social ethics throughout history, with a special focus on their development and emergence as a distinct form of ethical thinking in the late 19th through the early 21st centuries. Over the span of the course, students will be familiarized with the decision-making processes of Christian ethics, examine the moral impact of central Christian convictions, and better understand the moral decision-making processes of others and themselves.

**THEO 250: Theology of Death** **3 sem. hrs.**

Every life also includes death. People experience the death of loved ones, as well as their own. This course will consider the phenomena of suffering, dying, and death from the perspective of pastoral theology. At the end of this course students should have a greater confidence in walking with the dying and negotiating death when it touches their lives.

**THEO 255 Christian Spirituality and Prayer** **3 sem. hrs.**

An exploration into the historical, cultural, and theological roots and flowerings of Christian ways of communicating with the transcendent. Topics will include influences of Judaism and Paganism on early Christian forms of prayer; impacts of martyrdom, monasticism, and mysticism upon Christian spirituality; and distinctive contributions made by Catholic, Orthodox, and Protestant traditions of worship.

• Fall/Spring

**THEO 260 Francis, Clare and Franciscan Spirituality** **3 sem. hrs.**

An encounter with the great spiritual masters of the Franciscan movement. Readings will be drawn from the foundational writings of Saints Francis and Clare, from medieval theologians such as Bonaventure and Duns Scotus, and from influential contemporary Franciscan writers. Students will also investigate the influence that Franciscan spirituality has had upon the Church as a whole, particularly as it has been lived out by the various Franciscan religious congregations and by Third Order Secular Franciscans. • As needed

**THEO 265 Theology of Imagination** **3 sem. hrs. (TL)**

Imagination is a central element of Christian belief and practice, influencing how Christian theology has developed, the function and form of Christian prayer, the shape of Christian hope, and the art and media that Christians (and societies influenced by them) create. This course is dedicated to discussing historical and contemporary ways in which our imaginations have formed and have been formed by Christianity through the interpretation of creative works (including Scripture) created by Christians or by non-Christians influenced by Christianity.

**THEO 270 Mission and Discipleship** **3 sem. hrs.**

A praxis-based intellectual engagement with mission and discipleship, in preparation for participation in a mission trip sponsored by Campus Ministry. Following their field work, students continue their reflections upon mission and discipleship in light of their own experiences • As needed

**THEO 310 Ministry** **3 sem. hrs.**

A consideration of both the theoretical and practical aspects of ministry. Students will be invited to reflect upon the shape of their own call to holiness—whether it be as spouse and parent, lay person, ordained minister, or consecrated religious—as they participate in service-learning projects that allow them to experience doing ministry first-hand. • As needed

**Prerequisite:** at least one 100 or 200 level THEO course, or instructor approval.

**THEO 325 Liturgy and Sacrament** **3 sem. hrs.**

A historical approach to the development of the Christian ways of worship, placing this within the theological concepts of sacrament and ritual as the Roman Catholic Church understands them.

**Prerequisite:** at least one 100 or 200 level THEO course, or instructor approval. • As needed

**THEO 345 Ecclesiology** **3 sem. hrs.**

Theologies of Christian community as encountered through the writings of patristic, medieval, and modern theologians, the documents of the Second Vatican Council, and via a comparison of Protestant and Catholic understandings about what it is to be church.

**Prerequisite:** at least one 100 or 200 level THEO course, or instructor approval. • As needed

**THEO 361 Pentateuch** **3 sem. hrs.**

The Pentateuch or Torah, the first five books of the Bible, is foundational to Jewish and Christian understandings of God's covenantal relationship with humans and creation. Informed by ancient and modern religious thought, students will engage with the stories and religious practices of the ancient Hebrews, investigate their connections to Ancient Near Eastern literary and material (archaeological) cultures, and consider the impact of the Pentateuch on the theology and practices of Judaism and Christianity, exploring theological themes of creation, sin, covenant, purity, liturgy, and community.

**Prerequisite:** THEO 223, or instructor approval. • As needed

**THEO 362 Prophets** **3 sem. hrs.**

A comprehensive investigation into the phenomenon of Jewish ('Old') Testament prophecy within the contexts of its historical, sociocultural, and theological origins and functions. Students will scrutinize key contents, structures, contexts, and questions pertaining to these scriptures, in order to comprehend their theological values, literary dimensions, and sociocultural dynamics.

**Prerequisite:** THEO 223, or instructor approval. • As needed

**THEO 363 Gospels** **3 sem. hrs.**

An in-depth critical exploration into the Christian Gospels of Matthew, Mark, Luke, and John as they have been expressed and interpreted across two millennia via text, painting, sculpture, and cinema. Students will scrutinize key contents, structures, contexts, and questions pertaining to these scriptures, in order to comprehend their theological values, literary dimensions, and sociocultural dynamics.

**Prerequisite:** THEO 224, or instructor approval. • As needed

**THEO 364 Epistles** **3 sem. hrs.**

An evaluation of Paul's life, and an examination of the recipients' cultural background and communal concerns, will provide the foundation for careful exegesis of the Pauline letters. Students will scrutinize key contents, structures, contexts, and questions pertaining to these scriptures, in order to comprehend their theological values, literary dimensions, and sociocultural dynamics.

**Prerequisite:** THEO 224, or instructor approval. • As needed

**THEO 405 Christology** **3 sem. hrs.**

An exploration into the ways that Christians have discerned and expressed their beliefs that God has accomplished human redemption through the life, death, and resurrection of Jesus of Nazareth. The New Testament scriptures will serve as primary sources, laying the groundwork for Christological issues that subsequently emerged out of the Patristic, Medieval, Renaissance, Enlightenment, and Modern eras.

**Prerequisite:** THEO 115 or THEO 116, and THEO 224, or instructor approval. • As needed

**THEO 445 Christian Anthropology** **3 sem. hrs.**

A study into Christian understandings of the human person as created in the image of God. Primary texts will be considered to discover how Christian thinkers have variously understood the origins, nature, and destiny of the human being.

**Prerequisite:** at least one 100 or 200 level THEO course, or instructor approval. • As needed

**THEO 450 God - Father, Son and Holy Spirit** **3 sem. hrs.**

The understanding of God as Trinity is one of the most foundational and yet most complex doctrines within all of Christianity. Students will consider the debates of the ancient Church Councils, along with Patristic and Medieval insights, as well as modern theological conversations about God as trinitarian.

**Prerequisite:** at least one 100 or 200 level THEO course, or instructor approval. • As needed

**THEO 480 Biblical Theology** **3 sem. hrs.**
This course explores concepts such as discipleship, salvation, and social justice as they are presented within the Scriptures, inviting students to put into practice the exegetical and interpretive skills that they have developed in their previous scripture courses.
**Prerequisite:** Senior standing as a Theology major in the Biblical Theology track. • As needed

**THEO 491 Senior Seminar** **3 sem. hrs.**
An in-depth thesis project that focuses upon a particular area of theological interest to the student. The process of selecting a topic, composing a thesis statement, compiling a bibliography, writing the paper, and presenting the project to a wider audience will be directed by the faculty.
**Prerequisite:** Senior standing as a Theology major in the Theological Foundations track, Theology Teaching track, or Theological Investigations track. • As needed

**THEO 285/385/485 Special Topics in Scripture** **3 sem. hrs.**
Engagement with a specific biblical topic in detail, using primary exegetical sources as well as comprehensive secondary sources. The particular topic will be chosen in consultation with faculty and will address an area of specialization that the student wishes to pursue.
**Prerequisite:** THEO 223 or THEO 224, or instructor approval. • As needed

**THEO 295/395/495 Special Topics in Theology** **3 sem. hrs.**
Engagement with a specific theological topic in detail, using primary textual sources as well as comprehensive secondary sources. The particular topic will be chosen in consultation with faculty and will address an area of specialization that the student wishes to pursue.
**Prerequisite:** at least one 100 or 200 level THEO course, or instructor approval • As needed

# Areas of Study (Undergraduate, Degree Completion Online)

**Degrees are available in the following areas:**

- Accounting
- Business Administration
- Sociology
- Nursing
- Operations Management
- Psychology
- Social Work

**Notes on Courses Fulfilling General Education Requirements**

On the far right of the first line of the course description of each course meeting a General Education requirement is a symbol noting which requirement the course meets. The courses are coded using the following system:

(AL) Art Literacy
(BL) BCU Literacy
(EL) Ethical Literacy
(FL) Foreign Language Literacy
(CL) Cultural and Societal Literacy
(IL) Information Literacy
(HL) History Literacy
(QL) Quantitative Literacy
(SL) Science Literacy
(SBL) Social/Behavioral Literacy
(TL) Theology Literacy
(WL) Writing Literacy
(GL) Global Perspectives Literacy
(CA) Capstone

# Accounting

*Bachelor of Arts*

Briar Cliff University's online Accounting degree prepares individuals for a career in the public, private or government sectors. The program will provide knowledge in management, marketing, finance, accounting and economics; valuable skills necessary to be successful in the financial sector; technical competency necessary to succeed as a professional accountant; and coursework relevant to the CPA examination.

**Bachelor of Arts**
Requirements: Complete 120 credit hours. Transfer up to 90 credit hours from other institutions. In addition to the general education requirements, 27 credit hours from accounting offerings are required, including: ACCT 203, 204, 316, 317, 323, 324, 340, 403, and 465. Other required courses include: BUAD 223, 225, 301, 330, and 429; MIS 220; ECON 210 and 211; and MATH 150 or 200 (or MATH 217 or MATH 324).

Those pursuing Certified Public Accountant (CPA) certification are encouraged to take at least 6 credit hours from the following: BUAD 224, ACCT 370, 413 or 420.

The business faculty will certify the general education service component and competencies in computer usage, moral/ethical reasoning, oral communication research and writing in this major. For graduation a student must receive a grade of C- or better in all major core and supporting courses.

**Faculty**
**Mr. Paul Santos,** Associate Professor of Accounting and Chairperson
**Mr. Joseph Ciquera**, Assistant Professor of Business Administration
**Mr. Scott Griffith,** Assistant Professor of Business Administration
**Dr. Jeffrey White,** Assistant Professor of Sport Management
**Mr. Mark Rossi, JD,** Professor of Business Administration
**Dr. Judy Thompson,** Professor of Business Administration *Emerita*

**Accounting Courses (ACCT)**

**ACCT 203 Principles of Accounting I** **3 sem. hrs.**
An introduction to the use of accounting in the decision-making process. Course competencies will be developed in the areas of identifying the role of accounting in society, basic accounting and business terminology, accounting standards and generally accepted accounting practices, and analysis, preparation and interpretation of financial statements of business entities. • Fall/Spring

**ACCT 204 Principles of Accounting II** **3 sem. hrs.**
This course is designed to continue financial statement analysis and introduce the basics of managerial accounting, including, but not limited to, the following: cost behavior, costing methods, cost-volume-profit analysis, budgeting, planning and control and other introductory topics.
**Prerequisite:** ACCT 203 • Fall/Spring

**ACCT 311 Vita (Volunteer Income Tax Assistance)** **1, 2 or 3 sem. hrs.**
Theory and practice of individual income tax preparation. This course fulfills the community service component.
**Prerequisite:** Sophomore status; ACCT 316 • As needed

**ACCT 316 Federal Taxation I** **3 sem. hrs.**

An introduction to federal tax law as it applies to individuals. Topics covered include the basic tax model, basic tax research and planning, determination of gross income, exclusions, adjustments, deductions, losses, taxable income, depreciation, passive activity losses, alternative minimum tax, tax credits, payment procedures, capital gains and losses, property transaction, nontaxable exchanges, accounting bases, accounting periods and return preparation.

**Prerequisite:** ACCT 204 • Fall

**ACCT 317 Federal Taxation II** **3 sem. hrs.**

An introduction to federal tax law as it applies to corporation, partnerships, S-corporations, and trusts and estates. Basics of tax planning, research and tax preparation for some of these entities are also introduced.

**Prerequisite:** ACCT 316 • Spring

**ACCT 323 Intermediate Accounting I** **3 sem. hrs.**

This course is an intensive study of accounting principles and current methodology. It includes analyses of problems concerning the recording and reporting of accounts and the accounting process under U.S. Generally Accepted Accounting Principles (GAAP). It also covers the interrelationship of balance sheet and income statement accounts and business asset accounting. Where appropriate International Financial Reporting Standards will be contrasted with U.S. GAAP.

**Prerequisite:** ACCT 204 • Fall

**ACCT 324 Intermediate Accounting II** **3 sem. hrs.**

This course is an intensive study of accounting principles and current methodology. It includes analyses of problems concerning the recording and reporting of accounts and the accounting process under U.S. Generally Accepted Accounting Principles (GAAP). It also covers the interrelationship of balance sheet and income statement accounts and the accounting for business liabilities and stockholders' equity. Where appropriate International Financial Reporting Standards will be contrasted with U.S. GAAP.

**Prerequisite:** ACCT 323 • Spring

**ACCT 340 Accounting Information Systems** **3 sem. hrs.**

A study of the process of documenting the accounting process and determining how to allow for proper internal controls in the process when selecting and using a computer-based accounting information system. The course will focus on the process for implementation and management of ERP systems. The course will include an introduction to XBRL, a system for reporting financial information for public companies.

**Prerequisite:** BUAD 220, ACCT 204 • Fall (even years)

**ACCT 350 Cost Accounting** **3 sem. hrs.**

An advanced study of cost/managerial accounting. This course will build on cost/managerial accounting in the functional areas of operations, control and decision making.

**Prerequisite:** ACCT 204, ECON 201, Statistics course, BUAD 220 • Fall (odd years)

**ACCT 370 Governmental Accounting** **3 sem. hrs.**

A study of the governmental and nongovernmental nonprofit financial reporting principles. Reporting requirements of nonprofit entities including colleges and universities, hospitals and other nonprofit entities. Comprehensive annual financial report requirements of governmental entities, as well as supplemental information of other nongovernmental nonprofit entities.

**Prerequisite:** ACCT 324 • Spring (odd years)

**ACCT 403 ASC Research** **3 sem. hrs.**
Students will apply accounting, management, finance and statistical theories to various accounting situations. They will also explore the process of the development of accounting standards, including accounting codification.
**Prerequisite:** ACCT 324 • Fall

**ACCT 413 Advanced Accounting** **3 sem. hrs.**
Study of accounting theory and practice relative to business combination; consolidated financial statements; inter-company transactions; issues relating to subsidiaries and special applications of consolidated procedures; and branch accounting and partnership accounting.
**Prerequisite:** ACCT 324, BUAD 220, Senior status, or permission of instructor. • Spring (even years)

**ACCT 420 Forensic Accounting** **3 sem. hrs.**
A study of detection, prevention and investigation techniques used to find fraud in financial statements. Students will learn how to gather evidence and use analytical skills to resolve allegations of fraud.
**Prerequisite:** ACCT 324 • Spring (even years)

**ACCT 465 Auditing** **3 sem. hrs.**
A study of audit concepts and objectives, principles of internal control, audit reports, and procedures.
**Prerequisite:** ACCT 324, Statistics course, or permission of instructor • Spring

**ACCT 175, 275, 375, 475 Independent Study** **3 sem. hrs.**
Approved research project or reading program under the direction of accounting instructor.
*With department approval* • As Needed

**ACCT 390, 490 Internship in Accounting** **3 sem. hrs.**
To be arranged. Permission of the department is required. • Fall/Spring

**BUAD 220 Microcomputer Applications for Business** **3 sem. hrs.**
A course designed to familiarize the student with the fundamentals of computers, computer nomenclature, applications, mobile devices, productivity tools and the Internet. The student will develop the skills necessary to use microcomputers for solving problems by using various software packages (word processing, spreadsheet, database, presentation). Other topics include computer hardware, security and safety precautions, communications and networking, operating system, and applications software.
• Fall/Spring

**BUAD 223 Business Law I** **3 sem. hrs.**
Major areas to be covered include the nature of and origins of law; ethics and social responsibility of business entities; our judicial system; the development of our common law system; the differences between the various areas of the law; elements necessary to establish and give rise to an intentional tort and negligence; the elements necessary to establish a contract; and the differences between business entities such as a sole proprietorship, partnership and corporation.
**Prerequisite:** Sophomore status is required or the permission of the instructor to enroll. • Fall/Spring

**BUAD 224 Business Law II** **3 sem. hrs.**
Principles of law that determine the rights and obligations of persons participating in business transactions. Major topics include sales, commercial paper, secured transactions, partnerships, corporations, real property and estates.

**Prerequisite:** BUAD 210**,** BUAD 223 • Spring

**BUAD 225 Principles of Management 3 sem. hrs.**
This course introduces the student to the concepts, principles, and methods of management in the 21st Century. The four functions of management - planning, organizing, leading and controlling—are examined with respect to various management styles and organizational structures. Additionally, a number of personal assessment evaluations are accomplished so a personal improvement plan can be developed.
**Prerequisite:** Sophomore status is required or the permission of the instructor to enroll. • Fall/Spring

**BUAD 301 Principles of Marketing 3 sem. hrs.**
See MRKT 301
**Prerequisite:** BUAD 225, ECON 210 or permission of instructor. • Fall/Spring

**BUAD 330 Principles of Corporate Finance 3 sem. hrs**
Enables the student to gain a basic understanding of the financial management function of a business enterprise. Considers the relationship among business disciplines: tax accounting, finance and economics. Topics covered: math of finance, technique of financial analysis, impact of tax on financial decision, working capital management, sources and forms of intermediate and long-term financing, cost of capital structure, and the integrated financial policy.
**Prerequisite:** ACCT 204, ECON 210, ECON 211, and MATH 200 • Fall

**BUAD 429 Strategic Management (Capstone) 3 sem. hrs.**
This course is designed for the student to incorporate the business-related knowledge of previous study into decision-making analysis. Through case studies and simulation games the methodology of problem evaluation and the decision-making process is examined.
**Prerequisite:** BUAD 225, BUAD 301, BUAD 330 and BUAD 350, Senior status • Spring

**ECON 210 Principles of Microeconomics 3 sem. hrs. (SBL)**
Introduction to basic economic theory, with emphasis placed on decision making by individual units such as households, firms, or industries and with individual markets for final goods and resources.
**Prerequisite:** Sophomore status or permission of instructor • Fall/Spring

**ECON 211 Principles of Macroeconomics 3 sem. hrs.**
Introduction to basic economic theory, with emphasis on the economy as a whole. An examination of major aggregates such as households, businesses, and government sectors and measures of the total economy.
**Prerequisite:** ECON 210 • Spring

# Business Administration

*Bachelor of Arts*

Briar Cliff University's online Business Administration degree will prepare individuals with proficiencies in management, marketing, finance, business law, accounting and economics. The program provides managerial, legal and technical skills to compete in a global business environment; prepares individuals to lead with ethical reasoning and sound decision-making; and acquire the necessary skills to succeed in a job and progress in a chosen career.

**Bachelor of Arts**
Requirements: Complete 120 hours. Transfer up to 90 credit hours from other institutions. In addition to general education requirements, 40 hours from the business administration offerings are required, including: BUAD 220, 223, 225, 301, 330, 350, 385, and 429. Other required courses include: ACCT 203 and 204; ECON 210 and 211; and MATH 150.

The business faculty will certify the general education service component and competencies in computer usage, moral/ethical reasoning, oral communication research and writing in this major. For graduation a student must receive a grade of C- or better in all major core and supporting courses.

**Faculty**
**Mr. Paul Santos,** Associate Professor of Accounting and Chairperson
**Mr. Joseph Ciquera**, Assistant Professor of Business Administration
**Mr. Scott Griffith,** Assistant Professor of Business Administration
**Dr. Jeffrey White,** Assistant Professor of Sport Management
**Mr. Mark Rossi, JD,** Professor of Business Administration
**Dr. Judy Thompson,** Professor of Business Administration *Emerita*

**Business Administration Courses**

**ACCT 203 Principles of Accounting I** **3 sem. hrs.**
An introduction to the use of accounting in the decision-making process. Course competencies will be developed in the areas of identifying the role of accounting in society, basic accounting and business terminology, accounting standards and generally accepted accounting practices, and analysis, preparation and interpretation of financial statements of business entities. • Fall/Spring

**ACCT 204 Principles of Accounting II** **3 sem. hrs.**
This course is designed to continue financial statement analysis and introduce the basics of managerial accounting, including, but not limited to, the following: cost behavior, costing methods, cost-volume-profit analysis, budgeting, planning and control and other introductory topics.
**Prerequisite:** ACCT 203 • Fall/Spring

**BUAD 220 Microcomputer Applications for Business** **3 sem. hrs.**
A course designed to familiarize the student with the fundamentals of computers, computer nomenclature, applications, mobile devices, productivity tools and the Internet. The student will develop the skills necessary to use microcomputers for solving problems by using various software packages (word processing, spreadsheet, database, presentation). Other topics include computer hardware, security and safety

precautions, communications and networking, operating system, and applications software.
• Fall/Spring

**BUAD 223 Business Law I** **3 sem. hrs.**
Major areas to be covered include the nature of and origins of law; ethics and social responsibility of business entities; our judicial system; the development of our common law system; the differences between the various areas of the law; elements necessary to establish and give rise to an intentional tort and negligence; the elements necessary to establish a contract; and the differences between business entities such as a sole proprietorship, partnership and corporation.
**Prerequisite:** Sophomore status is required or the permission of the instructor to enroll. • Fall/Spring

**BUAD 225 Principles of Management** **3 sem. hrs.**
This course introduces the student to the concepts, principles, and methods of management in the 21st Century. The four functions of management - planning, organizing, leading and controlling—are examined with respect to various management styles and organizational structures. Additionally, a number of personal assessment evaluations are accomplished so a personal improvement plan can be developed.
**Prerequisite:** Sophomore status is required or the permission of the instructor to enroll. • Fall/Spring

**BUAD 301 Principles of Marketing** **3 sem. hrs.**
See MRKT 301
**Prerequisite:** BUAD 225, ECON 210 or permission of instructor. • Fall/Spring

**BUAD 330 Principles of Corporate Finance** **3 sem. hrs.**
Enables the student to gain a basic understanding of the financial management function of a business enterprise. Considers the relationship among business disciplines: tax accounting, finance and economics. Topics covered: math of finance, technique of financial analysis, impact of tax on financial decision, working capital management, sources and forms of intermediate and long-term financing, cost of capital structure, and the integrated financial policy.
**Prerequisite:** ACCT 204, ECON 210, ECON 211, and MATH 200 • Fall

**BUAD 350 Production and Operations Management** **3 sem. hrs.**
This course deals with the design, operation and improvement of the production systems that create the firm's primary products or services. Production is the creation of goods and services. Operations management is the set of activities that create goods and services through the transformation of inputs and outputs.
**Prerequisite: BUAD 220** BUAD 225, MATH 200 • Spring

**BUAD 385 Global Business** **3 sem. hrs.**
This course studies how businesses plan, develop, market and distribute products/services on a global scale. Special emphasis is placed on how businesses adapt to different cultural, political and economic environments.
**Prerequisite:** BUAD 210**,** BUAD 225, ECON 210, ECON 211, MRKT 301 • Fall

**BUAD 429 Strategic Management (Capstone)** **3 sem. hrs.**
This course is designed for the student to incorporate the business-related knowledge of previous study into decision-making analysis. Through case studies and simulation games the methodology of problem evaluation and the decision-making process is examined.
**Prerequisite:** BUAD 225, BUAD 301, BUAD 330 and BUAD 350, Senior status • Spring

**ECON 210 Principles of Microeconomics** **3 sem. hrs. (SBL)**
Introduction to basic economic theory, with emphasis placed on decision making by individual units such as households, firms, or industries and with individual markets for final goods and resources.
**Prerequisite:** Sophomore status or permission of instructor • Fall/Spring

**ECON 211 Principles of Macroeconomics** **3 sem. hrs.**
Introduction to basic economic theory, with emphasis on the economy as a whole. An examination of major aggregates such as households, businesses, and government sectors and measures of the total economy.
**Prerequisite:** ECON 210 • Spring

# Sociology

*Minor*

Sociology is the scientific study of society: the social lives of individuals, groups, culture, and major social institutions. It covers the impact of individuals on society and of society on individual. Upon graduation, students will demonstrate an understanding of sociological theory within its historical context; will be able to scientifically measure and utilize basic sociological concepts such as social structure, social change, culture and socialization, stratification and social interaction; will understand the reciprocal relationship between individuals and society, and the ethical issues and standards involved in the study of human interactions; and will think critically, evaluate underlying assumptions, and generalize appropriately.

Students may have no more than one "D" grade in their coursework.

**Minor in Sociology Requirements:** A minimum of 18 credit hours in sociology courses, including SOCY 124.

**Faculty**
**Dr. Wendy Brame,** Associate Professor of Sociology and Chairperson
**Sr. Grace Ann Witte, O.S.F.,** Professor of Sociology *Emerita*
**Dr. Herbert J. Kuehne,** Professor of Anthropology and Sociology *Emeritus**

**Sociology Courses (SOCY)**

**SOCY 124 Introduction to Sociology** **3 sem. hrs.**
Introduction to the field of sociology and its theories, concepts, and research methods. Main topics include the sociological imagination, culture, the family,socialization, deviance, social stratification, and social change.
• Spring

**SOCY 125 Social Problems** **3 sem. hrs. (SBL)**
Introduction to basic theoretical paradigms of sociology and their application to common social problems in industrialized societies. • As needed

**SOCY 215 Social Psychology** **3 sem. hrs.**
See PSYC 215 • Fall (even years)

**SOCY 235 Sociology of Marriages and Families** **3 sem. hrs.**
Study of the family as a basic institution of society with emphasis on its internal structure and dynamics, its functions for the individual and society, and its relationship to other social institutions. • Fall

**SOCY 240 Racial, Ethnic, and Gender Inequality** **3 sem. hrs.**
Analysis of the interaction of minorities with dominant populations; explanations of how minorities are created and maintained; characteristics of racial, ethnic and gender relations in the United States and other societies. • Spring

**SOCY 319 Social Movements** **3 sem. hrs.**
Exploration of social movements and their importance in bringing about social change. Examination of key sociological theories used to understand and analyze social movements. Includes coverage of the women's suffrage movement, the Prohibition era, the Civil Rights era, and the environmental movement. • As needed

**SOCY 340 Social Science Research Methods** **3 sem. hrs.**

Principles of problem formulation, design, measurement, sampling, data collection and analysis; ethical considerations for research on human subjects. Both qualitative and quantitative research strategies will be covered. Students will design and carry out a research project. Three lectures, one lab per week.
**Prerequisites:** SOCY 341, MATH 150, MATH200 or instructor permission • Spring

**SOCY 341 Statistical Analysis** **3 sem. hrs.**
Statistical analysis of social science data. The course will cover descriptive statistics, t-tests, analysis of variance, correlation, linear regression, chi-square, and non-parametric statistics, with extensive practice in using SPSS software. • Fall

**SOCY 384 Geographic Information Systems** **1 sem. hr.**
Introduction to the computer software used to map the geographic distribution of a variety of social and physical variables and social indicators. • Fall

**SOCY 420 Social Stratification** **3 sem. hrs.**
An overview of the American class structure, both historic and current, and its impact on other areas of social life; focus on issues of inequality and social mobility. • As needed

**SOCY 447 Criminology** **3 sem. hrs.**
This course offers an extensive examination of the theoretical explanations of deviance and their intersection with crime control policies. The course emphasizes theory development, integration and evaluation, and requires extensive reading and writing. • Spring

# Library Science

The coursework in library science helps to prepare students for research in academia.

**Course Description:**

**LIBS 301 Digital Research for Academic Endeavors** **1 sem. hr.**

This course will help students understand the information literacy process and apply the knowledge learned into their course work. Students will learn how to identify, find, evaluate, apply, and acknowledge online and print sources. Advanced searching techniques and behaviors, along with critical thinking skills, will be taught and strengthened throughout the course.

# Mathematics

The mathematics curriculum promotes the development of skills in logical reasoning, problem solving, data analysis, and the communication of ideas.

**Course Description:**

**MATH 150 Essentials of Statistics (A&CS Program Only) 3 sem. hrs.**

An introduction to the theory and applications of statistics intended for students in business, nursing and the social sciences, but also recommended for students in the liberal arts. Topics include measures of central tendency and variability, probability distributions, confidence intervals, hypothesis testing, linear regression, correlation, and analysis of variance. This course is not open to those in a mathematics major.

**Prerequisite:** MATH 10 or an equivalent course is recommended or recommendation of the department chairperson based upon mathematics assessment. • Spring

# Nursing

*RN-BSN; Bachelor of Science in Nursing*

The Briar Cliff University Department of Nursing has an option for registered nurses desiring a program of study leading to a BSN (RN-BSN program). This online program is designed specifically for graduates of associate degree and hospital-based diploma programs for RNs. Students must present evidence of a current license to practice nursing in Iowa or the state in which they will be completing the clinical component of required courses. Before acceptance, the admissions office, in conjunction with the Program Director, will determine that the student's state of residence has restrictions on online baccalaureate nursing education completed in Iowa. The Briar Cliff University Department of Nursing's health requirements must be fulfilled prior to enrolling in nursing courses with clinical/direct or indirect care learning components. Registered nurses, because of their previous learning in other settings, are considered junior-level transfer students on entry into the University. A 2.75 GPA is required for admission, progression, and graduation with the BSN degree. Students are charged laboratory fees to cover the cost of clinical/direct or indirect care learning expenses and supplies.

The Mission of the Department of Nursing at Briar Cliff University is to educate bachelor and graduate prepared nurses to promote health, healing, and hope of people, through advocating for social justice within the community. Foundational to this mission is organic integration of faith, learning, and service.

The vision of the Department of Nursing at Briar Cliff University is to:

- Foster holistic personal and professional development through life-long learning.
- Prepare nurses who engage in reflective practice related to health and quality of life in a variety of health care settings.
- Develop nurses who participate in ethical decision making focusing on health equity and improving quality of life.
- Provide a foundation for critical thinking and for the development, integration, and evaluation of new or expanded knowledge into practice.
- Prepare nursing leaders and mentors for a rapidly changing healthcare system.
- Enhance collaborative partnerships with other health care, educational, faith based, and social service providers and the public at large.

Foundational to this mission is an organic integration of faith, learning, and service and is lived in relationship as the faculty and students develop and continue collaborative partnerships with other health care, educational, faith-based, and social service providers and the public at large.

**Essential Standards of the Department of Nursing**

Briar Cliff University prohibits denial of university privileges to students or applicants for admission based on race, color, religion, gender, national origin, age, or disability. unless such disability would prevent the provision of safe care. Admission criteria do not discriminate against persons with disabling conditions. All candidates must meet minimum essential standards to function successfully as students. The following general abilities have been identified as necessary to meet the essential standards for admission: The student must possess the functional use of the sense of sight, touch, hearing, and smell. Each student must also possess a sense of equilibrium along with sufficient motor function to carry out psychomotor activities required in nursing. Additionally, the student must possess the cognitive and affective skills to perform the assessment and

intervention activities required to provide nursing care. These general abilities will be required to meet the objectives of undergraduate courses and will be evaluated throughout the program. Appropriate auxiliary aid and services for people with impaired sensory, manual, or speaking skills will be provided unless providing same would fundamentally alter the course or would result in an undue burden.

The Bachelor of Science in Nursing, the Master of Science in Nursing, and the Doctor of Nursing Practice programs at Briar Cliff University are accredited by the Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation) and approved by the Iowa Board of Nursing.

**Standards for Professional Conduct**
During the first week of NURS 310, all students are required to sign and adhere to the Professional Conduct Standard.

Nursing students at Briar Cliff University are active participants in the educational process which prepares them for entry and/or practice into the profession of nursing. It is the faculty's expectation that students will develop cognitive, affective, and psychomotor skills necessary to meet the demands of professional nursing in the ever-changing environment of the health care delivery system. The Technical Standards of the Department of Nursing describe the physical abilities nursing students need to possess to successfully achieve the program outcomes. As active participants, students are expected to develop professional behaviors beyond the classroom and clinical areas, which represent knowledge of personal and professional responsibilities, and behaviors consistent with the American Nurses' Association (ANA) Code of Ethics (2015).

**Requirements for Participation in Clinical/Direct and Indirect Care Learning Experiences**
Prior to engaging in any direct and indirect care learning experiences, students must provide documentation of their physical health status. Immunizations must include completion of hepatitis B vaccination (or a signed waiver), a second MMR if born after 1957, and proof of Varicella immunity (if born after 1965, either a positive titer or proof of a series of two immunizations). Students are required to receive annual influenza immunization. Students not vaccinated for Covid-19 may not be able to complete clinical activities in facilities which require the Covid-19 vaccination. Students must hold a current, unencumbered nursing license in the state of the experience, current certification for Basic CPR for Healthcare Providers, current adult and child abuse certification, and health insurance. In addition, upon acceptance to the nursing major, students must complete a criminal background check through the vendor selected by the Department of Nursing.

**Student Learning Outcomes**
Upon graduation, students majoring in nursing will be able to:

- Solidify caring, holistic relationships with multiple individuals through being, knowing, acting with compassion and respecting cultural, racial, and ethnic diversity in the global society.
- Synthesize the breadth and depth of knowledge from the humanities and natural and social sciences in the application of the art and science of nursing to multiple individuals.
- Utilize the art and science of nursing to determine interventions to promote the health of all individuals.
- Integrate nursing concepts into the art and science of nursing theory.
- Collaborate, using a variety of communication skills, with individuals and inter/intraprofessionals to promote optimal health outcomes for all individuals.
- Utilize decision-making processes based on legal, ethical, political, sociocultural, and spiritual dimensions while demonstrating leadership and in the delivery of health care.
- Incorporate responsibility and accountability for the ongoing evaluation of the effectiveness of one's own nursing practice.

- Evaluate the teaching/learning needs of self and of all individuals in the provision of nursing interventions.
- Critique and integrate evidence from nursing research into the art and science of nursing.
- Establish the knowledge, skills, and attitudes necessary to continuously improve the quality and safety of the health care systems in which they practice.

**Bachelor of Science in Nursing (RN-BSN program) Requirements:** The RN-BSN student must complete the following courses or their equivalents: WRTG 109, PSYC 110 and 280, SOCY 124, and BIOL 221, 222, 239, 240 and 340. The nursing courses required for the RN-BSN program are: NURS 305, 310, 313, 320, 339, 402, 435 and a nursing elective. A grade of "C" or better must be attained in both theory and clinical components of all nursing courses. The following related courses or their equivalents are required prior to graduation: MATH 150; ethics, LIBS 301; and an upper division psychology course. A cumulative GPA of 2.75 must be maintained for admission and progression in the program. The RN-BSN student must complete electives to meet the graduation requirement of completing 120 credits.
*Note: It is the responsibility of students to establish realistic academic loads (in light of work and home obligations) which permit them the time needed to satisfactorily meet course and program requirements.*

**Faculty**
**Dr. Shannon Merk,** Department Chair of Nursing
**Dr. Kellie Crowl**, Assistant Professor of Nursing
**Ms. Dawn Hobbs,** Assistant Professor of Nursing, BSN Program Director, Clinical Coordinator
**Ms. Erin Neldeberg,** Assistant Professor of Nursing
**Dr. Shannon O'Connell-Persaud,** Associate Professor of Nursing
**Dr. Robyn Rentschler,** Assistant Professor of Nursing, Simulation Lab Coordinator
**Dr. Sandra Scholten,** Assistant Professor of Nursing, Graduate Program Director
**Dr. Heather Stehr,** Assistant Professor of Nursing
**Dr. Stacy Stoterau,** Assistant Professor of Nursing
**Ms. Connie Windeshausen,** Assistant Professor of Nursing
**Dr. Barb Condon,** Professor of Nursing *Emerita*
**Dr. Carolyn Leman**, Professor of Nursing *Emerita*
**Dr. Patricia Miller, C.H.M.,** Professor of Nursing *Emerita*
**Dr. Rick Petersen,** Professor of Nursing *Emerita*

**Nursing Courses (NURS)**

**NURS 301 Comparing Nursing Practice: Yesterday-Today 3 sem. hrs. (3:0)**
This course will explore the changes to the nursing profession over time. It will provide an opportunity for those with years of experience as a Registered Nurse to receive credit for that experience by sharing with others. Those that have lived these changes are in a unique position to provide history and insight into the nursing profession. Sharing experiences is an integral part of adult learning. • Fall, Spring

**NURS 303 Pharmacology for Registered Nurses 3 sem. hrs. (3:0)**
This course examines pharmacotherapeutic agents used in the treatment of illness and the promotion, maintenance, and restoration of wellness in diverse individuals across the lifespan. Emphasis is on the principles of pharmacokinetics, pharmacodynamics, and pharmacogenetics in the treatment of selected illnesses. The focus is on concepts of safe administration and monitoring the effects of pharmacotherapeutic agents. • Summer

**NURS 305 Evidenced-Based Practice and Research in Nursing** **3 sem. hrs. (3:0)**

Enhances the student's knowledge of evidence-based practice. The student is introduced to research and research utilization processes. Emphasis is on the knowledge and skills required to critically evaluate and apply qualitative and quantitative research to improve quality of care. Students have the opportunity to apply knowledge/skills through the development of evidence-based practice changes. The student is exposed to the process of grant writing.

• Fall, Spring

**NURS 307 Nurse Residency Evidence-Based Practice Project** **1 sem. hr. (1:0)**
**NURS 308 Nurse Residency Evidence-Based Practice Project** **2 sem. hrs. (2:0)**

Health care organizations are initiating nurse residency programs to assist the new graduate nurse with transitioning to the registered nurse role. The culmination of nurse residency programs often is the development of and participation in an evidence-based practice project. This course provides the RN-BSN student who has successfully completed the nurse residency program and evidence-based practice project an opportunity to present the project and share evidence-based practice changes with peers.
**Pre-requisite:** Participation in formal nurse residency program concurrently or within the last two years.

• Fall, Spring

**NURS 310 Theoretical Basis for Nursing Practice** **3 sem. hrs. (3:0)**

Designed as a bridge course to orient the registered nurse to Upper Division study. Nursing theories are evaluated in the context of the theory-practice relationship. Opportunity is provided for in-depth understanding of the nursing process. Specific concepts relevant to professional nursing practice are considered and applied in analysis of both practice and education issues. Students apply these theories as a framework to guide nursing care of client systems. Initial validation of skills and initial written and oral communication competencies are addressed.

- Fall, Spring

**NURS 313 Nursing in the Health Care Delivery System** **3 sem. hrs. (3:0)**

This course is divided into four parts: systems theory, economics, technology, and quality improvement (QI). Students will become familiar with the basic premise of systems theory, specifically how the whole is greater than the sum of its parts. Students will explore how an entity, such as nursing, is composed of interrelated, interdependent parts and how the profession relates to the more complex local, national, and global health care system from systems, economic, and technologic views. Students will be challenged and encouraged to analyze their current role as a registered nurse and how this role is affected by economics and technology. The student will realize the importance of quality in healthcare and how the nurse can contribute by implementing a quality improvement project to improve processes of care and patient outcomes. The student will document participation in a QI project in his/her own practice setting. The project will be considered within the context of interprofessional teams and from a systems perspective. • Fall, Summer

**NURS 320 Health Assessment for Registered Nurses** **3 sem. hrs. (3:0)**

Provides opportunity for the student to expand upon knowledge and skills **with an intense emphasis on health assessment throughout the lifespan.** The course emphasizes enhancing wholistic assessment of the physiological, psychological, developmental, sociocultural, and spiritual dimensions of the individual client system.

• Fall, Spring

**NURS 339 Pathophysiology for Registered Nurses 4 sem. hrs. (4:0)**
This course provides an understanding of the concepts in human pathophysiology as a foundation for nursing practice. Concepts related to biological sciences including cell biology, tumor biology, immunology, genetics, and pathology will be presented. The focus of this course is on principles, theories, and current research related to physiological and pathophysiological system alterations across the lifespan. Background in microbiology, anatomy, chemistry, and nutrition is recommended. • Fall, Summer

**NURS 356 Biological and Health Aspects of Aging 3 sem. hrs. (3:0)**
This course will survey healthy behaviors in aging people, review biological aspects of aging, identify economics of long-term care, and provide pharmacological information for an aging population.
• Spring

**NURS 357 Palliative Care and End-of-Life for Nurses 3 sem. hrs. (3:0)**
This course on Palliative Care and End-of-Life for Nurses is an elective designed to strengthen the nurses' knowledge and skills on important topics for palliative care patients. Various topics that will be explored are the role of the palliative care nurse, ethical issues, impact on healthcare settings, symptom management, communication, and final hours. • Fall

**NURS 401 Theoretical Foundations for Advanced Nursing Practice (elective, dual credit course) 2 sem. hrs.**
Focuses on philosophical and theoretical foundations of advanced nursing practice. An emphasis is placed on concepts, conceptual models, and theories as they have developed in nursing, as well as theoretical foundations from related disciplines. The relationships between theory, research and clinical practice is analyzed. Ethical, cultural, legal and political issues and their impact on the profession and the delivery of health care are discussed from a variety of perspectives. Graduates are prepared to holistically care for a variety of clients incorporating a theory basis for their practice. **Pre-requisite**: Must have completed 10 credit hours of nursing coursework and have a GPA of 3.0 to enroll in the course.

**NURS 402 Population Health 4 sem. hrs. (3:1)**
This course addresses health of populations, from an interdisciplinary perspective, and describes collaborative activities for the improvement of equitable population health outcomes. Students will assess the impact of the Social Determinants of Health and globalization on individual and population health, analyze data related to key measurements of population health nationally and globally, and will develop strategies to impact population health. Topics, as they relate to health promotion and disease prevention, will include disaster management, healthcare economics, advocacy, social justice, effective partnerships, and vulnerable populations. The direct and indirect care experiences will provide opportunities to explore nursing/healthcare in a variety of community and public health settings and work with diverse populations.
• Fall, Summer

**NURS 410 Health Care Systems: Paradigms, Policy and Ethics (elective, dual credit course) 3 sem. hrs.**
This course surveys the current health care milieu from both a national and global perspective. Particular consideration of governmental/legal, fiscal and society values and philosophies, spiritual, moral/ethical issues will unfold the current context of health care delivery. In depth analysis focuses on health care organizations, ethics, financing and public policy, and the associated role of the advanced practice nurse in light of the social contact with the public, and opportunities to advocate for social justice and healthy environments.
**Pre-requisite**: Must have completed 10 credit hours of nursing coursework and have a GPA of 3.0 to enroll in the course.

**NURS 435 Leadership for the Professional Nurse** **3 sem. hrs. (2:1)**

Explores theories and concepts of decision making, leadership, management and the change process in relationship to the application of the nursing process in various health care settings. Included is the relationship of personal, professional, and organizational values and ethics to the identification of options and alternatives in leadership and management settings in various health care systems. Health care policy is discussed, and contemporary health care issues are critically evaluated as they relate to the health needs of the societal system and the practice of professional nursing. The indirect care learning experiences provide an opportunity for students to experience (a) the role played by a nurse leader/manager and (b) engage in online simulations focusing on management functions.

- Spring, Summer

# Operations Management

*Bachelor of Arts*

Briar Cliff University's online Operations Management degree prepares individuals with the skills necessary to be successful managers of business operations in the private and public sectors, non-profits and government organizations. The program provides the student with knowledge in planning and analysis, Six Sigma and lean industry practices, legal and regulatory compliance affecting today's business environment.

**Bachelor of Arts**

Requirements: Complete 120 credit hours. Transfer up to 90 credit hours from other institutions. In addition to general education requirements, 31 hours of core courses from your major are required including: BUAD 225, 350, 409, 411, 414, 482, 490; HRM 360; and MIS 220. Other required courses include: ACCT 203 and 204; ECON 211; MATH 150; and PHIL 212.

The business faculty will certify the general education service component and competencies in computer usage, moral/ethical reasoning, oral communication research and writing in this major. For graduation a student must receive a grade of C- or better in all major core and supporting courses.

**Faculty**

**Mr. Paul Santos,** Associate Professor of Accounting and Department Chair
**Mr. Joseph Ciquera**, Assistant Professor of Business Administration
**Mr. Scott Griffith**, Assistant Professor of Business Administration

**Operations Management Courses**

**ACCT 203 Principles of Accounting I** **3 sem. hrs.**
An introduction to the use of accounting in the decision-making process. Course competencies will be developed in the areas of identifying the role of accounting in society, basic accounting and business terminology, accounting standards and generally accepted accounting practices, and analysis, preparation and interpretation of financial statements of business entities. • Fall/Spring

**ACCT 204 Principles of Accounting II** **3 sem. hrs.**
This course is designed to continue financial statement analysis and introduce the basics of managerial accounting, including, but not limited to, the following: cost behavior, costing methods, cost-volume-profit analysis, budgeting, planning and control and other introductory topics.
**Prerequisite:** ACCT 203 • Fall/Spring

**BUAD 225 Principles of Management** **3 sem. hrs.**
A study of the concepts, principles and philosophy of management. The four functions of management—planning, organizing, leading and controlling - are examined with respect to various management styles.
• Fall/Spring

**BUAD 350 Production and Operations Management** **3 sem. hrs.**
This course deals with the design, operation and improvement of the production systems that create the firm's primary products or services. Production is the creation of goods and services. Operations management is the set of activities that create goods and services through the transformation of inputs and outputs.
**Prerequisite:** BUAD 225, and a statistics course • Spring

**BUAD 409 Process Leadership** **3 sem. hrs.**
Development of project leadership with emphasis on team building, leadership, problem solving, negotiation, entrepreneurship, and resource planning. Case studies, class discussion, written assignments, and oral presentations are utilized in instructional delivery.

**BUAD 411 Methods of Improvement** **3 sem. hrs.**
This course is the study and analysis of productive and non-productive work elements for the purpose of productivity improvements and establishing time standards. Topics covered include: lean manufacturing overview, introduction to six sigma, 5S overview, metrics for lean, identifying problems, understanding cause and effects, and process flow charting.

**BUAD 414 Project Management** **3 sem. hrs.**
Project Management's primary goal is to manage projects so that they are completed on time, within budget, and in accordance with contract documents. This course develops and discusses techniques that will assist students in successful project management practices. Students will plan, produce, execute and appraise a project plan.
**Prerequisite:** Junior standing.

**BUAD 482 Production & Inventory Management** **3 sem. hrs.**
Study and analysis of systems and methods for planning and control of manufacturing resources. Main topics include master planning, inventory management, material and capacity
requirements planning, production activity control, and Just-In-Time.

**BUAD 490 Business Internship** **3-6 sem. hrs.**
To be arranged.
**Prerequisite:** Departmental approval.

**ECON 210 Principles of Microeconomics** **3 sem. hrs. (SBL)**
Introduction to basic economic theory, with emphasis placed on decision making by individual units such as households, firms, or industries and with individual markets for final goods and resources.
**Prerequisite:** Sophomore status or permission of instructor • Spring

**HRM 360 Occupational Safety and Health** **3 sem. hrs.**
Designed for students to develop an understanding of basic occupational safety and health terminology, principles, and practices. Course content covers both industrial and construction settings and reflects current occupational standards. Students will be exposed to the development of a safety program and will do a safety site visit off-campus.

**BUAD 220 Microcomputer Applications for Business** **3 sem. hrs.**
A course designed to develop the skills necessary to use microcomputers for solving business- related problems by using various software packages (word processing, spreadsheet, database, presentation). Other topics include computer hardware, operating system software and applications software. • Fall/Spring

# Psychology

The psychology curriculum promotes the option of a psychology minor for degree completion students.

**Course Description:**

**PSYC 215 Social Psychology** **3 sem. hrs.**
A comprehensive overview of the field of social psychology which examines the impact of other individuals, groups or social stimuli on individual thinking and behavior. The social influence process is studied through topics such as self-theory, attribution, social cognition, attitudes, aggression, pro-social behavior, attraction and groups.
**Prerequisite:** PSYC 110 or PSYC 111

**PSYC 280 Developmental Psychology** **3 sem. hrs.**
This course focuses on the development of an individual from conception to death. Psychological/physiological growth is studied in terms of cognitive, psychosocial, moral, psychosexual, and developmental stage theories.
**Prerequisite:** PSYC 110 or PSYC 111

**PSYC 354 Child and Adolescent Psychology** **3 sem. hrs.**
This course will study the intellectual, socioemotional, educational, cognitive, and physiological development of children and adolescents. Emphasis is placed on theory and research with primary focus on the developmental theories of Piaget (Cognitive), Erikson (Psychosocial), and Kohlberg (Moral). Time will also be spent understanding the roles that families, peers, and school play in the development of children and adolescents.

**PSYC 355 Adulthood & Aging** **3 sem. hrs.**
This course provides a foundation for understanding psychological development of older people with focus on geriatric assessment and psychological disorders in the aging population.
**Prerequisite:** PSYC 110 or PSYC 111

**PSYC 360 Abnormal Psychology** **3 sem. hrs.**
A study of the classification of variant behavior and hypotheses used to explain such behavior. The symptoms, dynamics, treatment, and prognosis of various behavior syndromes will also be considered.

# Social Work

*Bachelor of Social Work*

The major in social work prepares generalist social workers at the undergraduate level for entry-level positions in social work and for graduate social work education. The Briar Cliff University social work program has infused gerontology throughout the curriculum. The BSW program has been accredited by the Council on Social Work Education since 1974 and has 9 expected educational competencies.

As a result of developing these expected competencies, the social work major will be able to:

10. demonstrate ethical and professional behavior.
11. advance human rights and social, racial, economic, and environmental justice.
12. engage in anti-racism, diversity, equity, and inclusion (ADEI) in practice.
13. engage in practice-informed research and research-informed practice.
14. engage in policy practice.
15. engage with individuals, families, groups, organizations, and communities.
16. assess individuals, families, groups, organizations, and communities.
17. intervene with individuals, families, groups, organizations, and communities.
18. evaluate practice with individuals, families, groups, organizations, and communities

In order to accomplish these 9 educational competencies, the following academic program is required.

**Bachelor of Social Work**

Twelve courses in social work including SWRK 230, 320, SOCY/SWRK 340, SWRK 360, 370, 370L, 01IS, 375, 380, 455 as well as a minimum of 6 credits of social work electives. In addition, the following liberal arts courses are required prior to SWRK 320: SOCY 124or 125, SOCY 235, PSCY 110, PSYC 280, BIOL 102 or BIOL 151. The following courses are required prior to SOCY/SWRK 340: MATH 150 or 200 or SOCY 341. General education requirements include SOCY 140 or SOCY 240, PSCI 101 or HIST 231 or 232, MATH 105 or 111 or
200, CORE 100, CORE 120M, CORE 101, CORE 130/131 and PHIL 210 or 212 or THEO 204, a quantitative literacy reinforcement course, and two aesthetic courses. (Students who transfer in the equivalent of WRTG 109, but not SPEC 111, can take CORE 131, CLEP out of SPEC 111, or test out of the oral competency requirement through the office of General Education. Students who transfer in equivalents of WRTG 109 and SPEC 111 would not need to take CORE 131). Spanish or another foreign language is required of traditional social work majors. The social work faculty will certify the general education service component and competencies in information technology, moral/ethical reasoning, oral communication, writing, quantitative literacy, reading, and critical thinking in the major.

**Internal Concentrations**

An internal concentration is a structured plan of study with a major. The minimum number of semester hours for an internal concentration is 12 semester hours. Credits for an internal concentration are in addition to the requirements beyond the core courses of the major. An internal concentration appears on the official transcript.

To earn a B.S.W. with a concentration student take all courses required for the B.S.W. plus the courses required for the concentration and complete the program required field practicum in an agency or organization that provides services related to that concentration.

**Behavioral Health & Addictions Concentration**
**Required Courses (9 semester hrs.)**
SWRK 310, 325 and 335 OR PSYC 102 OR SPAN 202
**Additional Electives (3 semester hrs.)**
Select 1 of the following: CJUS 365 or PSYC 102 or PSYC 215, SPAN 202, or SOCY 420, or SWRK 335

**Children Youth and Families Concentration Required Courses (9 semester hours)**
SWRK 310, 345 and PSYC 354
**Additional Electives (3 semester hrs.)**
Select 1 of the following:
CJUS 365 or PSYC 215, PSYC 276 or, SOCY 420

**Faith Based Ministry Concentration Required Courses (6 semester hours)**
SWRK 300 or THEO 310 (THEO 115 is a pre-requisite to THEO 310)
**Additional Electives (6 semester hours)**
one course must be from Theology: THEO 116 or THEO 260. The other course must be SWRK 33IS, SWRK 310, SWRK 325 or SWRK 461.

**Faculty**
**Ms. Margarite Reinert,** Assistant Professor, Director of Social Work Program and Department Chair
**Ms. Melanie Berte-Hickey**, Associate Professor and Director of Field Education
**Ms. Janice Hill**, Assistant Professor of Social Work
**Dr. John Cordoue**, Professor of Social Work *Emeritus**
**Ms. Heather Craig-Oldsen,** Professor of Social Work *Emerita*
**Sr. Shirley Fineran**, Professor of Social Work *Emerita*
**Ms. Sylvia Kuennen**, Professor of Social Work and Sociology *Emerita*

**Social Work Courses (SWRK)**

**SWRK 130 Introduction to Social Work** **3 sem. hrs.**
Survey of the field of professional social work with particular emphasis on the role of the social worker in addressing racial and ethnic relations and contemporary social problems. Overview of areas of practice employed in social work. The course will include an on-going exploration of the student's values and interest in working with people.
**Prerequisite:** None • Spring

**SWRK 230 Social Work and Social Welfare** **3 sem. hrs.**
History of social work and introduction to the general method of social work with emphasis on diversity and populations-at-risk. Directed volunteer experience for a total of 24 hours. This is the first required course in the social work sequence.
**Prerequisite:** None • Fall

**SWRK 300 Bereavement** **3 sem. hrs.**
This course uses an interdisciplinary approach to provide students the opportunity to develop a personal and professional framework of grief and bereavement practices as it relates to their own values, professional context, and areas of bereavement practices. This course also explores grief and bereavement issues as it relates to the developmental life stages of individuals as well as incorporating interventions to allow a person to grieve in a healthy manner.
**Prerequisite:** None

**SWRK 310 Trauma Informed Practice** **3 sem. hrs.**
This course will introduce the basic key concepts of trauma informed care in generalist social work practice. Students will gain an understanding of and identify different types of trauma, basic effects of trauma and trauma responses. Students will be given an overview of the fundamental tenets of Trauma Informed Care, the service relationship, secondary trauma effects, and learn to apply a trauma conceptual framework to interventions.

**SWRK 320 Human Behavior and the Social Environment** **3 sem. hrs.**
The course provides content about theories and knowledge of human biological, psychological and social development, and about the range of social systems in which individuals live (families, groups, organizations, institutions and communities). Content includes examining the impact of social and economic forces on individuals and social systems as well as values and ethical issues related to bio-psychosocial-spiritual theories. Human diversity issues are infused throughout the course.
**Prerequisite:** SOCY 124, BIOL 102/BIOL 111, SWRK 230, PSYC 110 and 280 • Fall

**SWRK 325 Mental Health and Mental Illness** **3 sem. hrs.**
This course will familiarize students with the most common mental health disorders and explore the prevalence of mental health realities in the social work field. This course will acquaint students with mental health resources and issues including legislative advocacy.
**Prerequisite:** None

**SWRK 330 Human Sexuality** **3 sem. hrs.**
This course is an introduction to human secularity and understanding of sexual orientation, gender, and identity. A biological, psychological and developmental overview of developmental aspects pertaining to sexual behaviors, health and theories related to sexuality will also be discussed. An ethical component will be introduced through different cultural lenses.

**SWRK-335 Substance Abuse and Addiction** **3 sem. hrs.**
This course will introduce students to one of the country's most prevalent mental health and health-related problems, substance use and addiction. Every population served by helping professionals is affected by substance abuse and addiction in some way. Therefore, helping professionals are likely to directly or indirectly encounter individuals and families affected by addiction-related issues. This course will cover the social, legal, political, psychological, biological, spiritual, and ethical factors related to the use, abuse, and treatment of substances and other addictions. Students will be introduced to various intervention models such as stages of change, harm reduction, and the strengths perspective. This course will emphasis the role of a professional helper in the field of addictions treatment through understanding the process of enhancing human well-being and empowering individuals.
**Prerequisite:** None

**SWRK 340 Social Science Research Methods** **3 sem. hrs.**
See Sociology 340
**Prerequisite: SOCY 124,** MATH 150 or 200, or SOCY 341
**SWRK 345 Child Welfare** **3 sem. hrs.**
General philosophies, goals and functions of the field of child welfare practice; in-depth analysis of specific child welfare service programs in the context of the overall social service delivery system.
**Prerequisite:** None

**SWRK 355 Law: Child Abuse and Neglect** **3 sem. hrs.**
This course focuses on the study of the Indian Child Welfare Act and other federal legislation, as well as the impact of federal and state policies on social work with children who have been abused and neglected. The course culminates in a mock trial.
**Prerequisite:** None

**SWRK 360 Social Issues and Policy** **3 sem. hrs.**
Analysis of current social policy at all levels within the context of historical and contemporary factors and principles of social and economic justice. Includes the study of political and organizational processes used to influence and formulate policy and the delivery of social services.
**Prerequisite:** SWRK 230, SWRK 320

**SWRK 365 Documentation and Record Keeping in Social Work** **1 sem. hr.**
In social work contexts, clear and comprehensive documentation of all case-related facts and circumstances is essential. Careful and thoughtful information collection ensures that social workers have an adequate foundation for their clinical reasoning and intervention plans. In addition, the data provided in case records may lead to inadequate planning and intervention, critical judgment errors, and poor outcomes for clients. In this one-credit course, students will learn about the history of documentation in social work, the importance of documentation and record keeping, factors that impact documentation and record keeping (managed care, changes in service funding, legal lawsuits, court request for client records, HIPAA, etc.), how to create outcome-based treatment plans, types of documentation, documentation of progress notes, and how to use electronic medical records.
**Prerequisite:** None

**SWRK 370 Social Work Practice with Individuals** **3 sem. hrs.**
The course will direct the student in the use of the general method of social work practice as a framework for practice with client systems of varied sizes. Emphasis will be placed on individuals interacting with other systems in their environment. The course and lab include practice of interviewing skills.
**Prerequisite:** SWRK 230 and 320 • Spring

**SWRK 370L Social Work Practice Skills Lab** **2 sem. hr.**
This required lab is offered concurrently with Practice I. Students practice interviewing skills with supervision and feedback essential for integration of the knowledge foundation developed in SWRK 370.
**Concurrent** with SWRK 370

**SWRK 375 Social Work Practice with Families and Groups** **3 sem. hrs.**
Within the framework of the general method of social work and interacting with other systems, particular attention is focused on mezzo practice and theory. The class itself is a group lab experience.
**Prerequisite:** SWRK 230, 320, 370, and 370L

**SWRK 380 Social Work Practice with Communities and Organizations** **3 sem. hrs.**
The general method of social work practice is applied to working with community and organizations as these interact with smaller systems. Content includes the knowledge, values and skills needed for developing intervention strategies that can be applied to all client systems with special focus on macro practice.
**Prerequisite:** SWRK 230, 320, 370 and 270L

**SWRK 455 Practicum Experience** **12 sem. hrs.**
Practicum placement in a local agency (450 hrs.) with professional supervision supplemented by conferences, collateral readings, written evaluation and an on-campus monthly professional development seminar. Permission of Director of Practicum Education required for agency field placement. Prerequisite: all required social work courses.
**Prerequisite:** All required social work courses

**SWRK 465 Gerontology** **3 sem. hrs.**
Focuses on the multiple social aspects of aging: gender, sexuality, isolation and loneliness, roles, employment and retirement, dying, death and bereavement, living environments, political aspects, legal aspects, community resources and supports, critical issues in aging, social service delivery systems, social inequalities, cultural aspects and ethical considerations.
**Prerequisite:** None

**SWRK 175 Independent Study** **1-4 sem. hrs. each**
Student-designed project in a special area. Open to advanced social work students with the permission of the chairperson.

**SWRK 01IS Introduction to Practicum Experience** **2 sem. hrs.**
Orientation to practicum work including a beginning understanding of the community social service network, visiting selected agencies, becoming familiar with agency expectations, interviewing and finalizing practicum placement.
**Prerequisite:** SWRK 230, 320, 370, and 370L • Fall/Spring

# Theology

The Theology program at Briar Cliff University is a concrete expression of the University's identity as a Catholic Franciscan institution and an important part of the University's focus on the liberal arts education experience. The department offers students across the campus community an opportunity to engage such centrally important issues of human existence as God, faith, religion, and the moral life in an atmosphere that encourages inquiry and honest conversation. Such inquiry encourages students to think seriously about their own worldview and the role that faith and religion play in their lives and in the lives of others. Such inquiry is at the core of the liberal arts experience.

Courses offered by the department provide students with the philosophical and theological concepts necessary to articulate the teachings of the Christian tradition in ways that are both orthodox and meaningful for our times. Students will also develop skills that will allow them to carry on respectful conversation with people of all religious traditions. While the department emphasizes the Roman Catholic and Franciscan heritage of the University, students of other traditions will find courses among the department's offerings that challenge them to consider the essential questions of life's meaning in light of their own experiences.

**Course Description:**
**THEO 107 - Christianity and Franciscan Traditions** **3 sem. hrs.**
A comprehensive historical and theological exploration of Christianity, spanning from its origins into the contemporary age (1st–21st centuries CE). Content will focus upon significant individuals, places, events, and issues that have influenced the Christian church(es), contributing to a distinctive world religion manifesting doctrinal variety, denominational plurality, and ethnic diversity. Significant attention will also be devoted to Francis of Assisi, the 13th century Italian friar who founded a religious order that remains influential to this day, particularly at Briar Cliff.
**Prerequisite:** None

# Requirements for Graduation (Graduate)

Degree candidates must meet the graduation requirements of the catalog in effect at the time of graduation or during the time that a student was enrolled at Briar Cliff University. Briar Cliff reserves the right to make changes in curricula.

Students who have not completed all the requirements for graduation may participate in the commencement exercises upon the submission of a written plan documenting how they will be able to complete these requirements.

**Graduation**

Students must have a minimum overall GPA of 3.0 and have completed the plan of study to satisfaction within six years of the student's initial admission into the program. Various graduate programs may also have other requirements for graduation, including, but not limited to a scholarly paper, defense, oral, written, and/or practical cumulative examination.

**Intent to Graduate**

The student must file an "Application for Graduation" form with the Registrar's Office in the semester prior to intended graduation. Graduation requirements will be determined by the respective graduate departments.

# Areas of Study (Graduate)

**Degrees are available in the following areas:**

- Doctor of Nursing Practice
- Doctor of Occupational Therapy
- Doctor of Physical Therapy
- Master of Arts in Management: Human Resource Management
- Master of Arts in Management: Leadership
- Master of Arts in Management: Sports Management
- Master of Health Administration
- Master of Science in Nursing: Nurse Practitioner

**Graduate courses are available from the following areas:**

- Mathematics
- Spanish

# Nursing

*Doctor of Nursing Practice*

**DOCTOR OF NURSING PRACTICE**

The Doctor of Nursing Practice at BCU is a practice-focused, post-master's program designed to prepare experts in advanced practice nursing and leaders in healthcare delivery. The program is designed for master's prepared NPs. Students are required to obtain 480 practicum hours at the DNP level to meet the 1000-hour requirement for the DNP degree. The entire program can be completed online.

**DNP Program Student Learning Outcomes:**

- Synthesize caring, holistic relationships with multiple individuals in an advanced practice role through being, knowing, acting with compassion and respective cultural, racial, and ethnic diversity in the global society.
- Integrate the breadth and depth of knowledge from the humanities and natural and social sciences in the application of the art and science of advanced practice nursing to multiple individuals.
- Exercise the art and science of nursing to determine interventions to promote the health of all individuals in the advanced practice setting.
- Assimilate nursing theory into the art and science of nursing at the advanced practice level.
- Interface, using a variety of communication skills including informatics, with individual and inter/intra-professionals to promote optimal health outcome for all individuals.
- Lead decision–making processes and policy development based on legal, ethical, political, sociocultural, and spiritual dimensions while demonstrating leadership in an advanced practice role and in the delivery of health care at the local, state, national, and international levels.
- Blend and guarantee responsibility and accountability for the ongoing evaluation of the effectiveness of one's own nursing practice and the practice of others.
- Appraise the teaching/learning needs of self and of all individuals with problems in the provision of advanced practice nursing interventions.
- Orchestrate and evaluate evidence from nursing research into the art and science of nursing.
- Ascertain the knowledge, skills, and attitudes necessary to continuously improve the quality and safety of the health care systems in which they practice.

**Requirements:**

**FINAL ASSESSMENT OF STUDENT LEARNING**

Final assessment of student learning will occur in the following way:

1. Students are required to provide an oral presentation of their completed DNP Evidence-Based Practice Initiative to their project team. In addition, students are expected to present their projects to their institution/agency sponsors.
2. Students must submit a scholarly paper, which includes the background and significance of the project, a comprehensive review of the literature, a detailed description of the project and outcomes, to their project advisor.
3. Students must prepare the scholarly paper for publication in a peer-reviewed journal or a peer-reviewed abstract for a presentation at a professional conference and present evidence of that preparation to their DNP EBP initiative advisor.

**GRADUATION REQUIREMENTS:**

1. The 36 graduate credit hours for the post master's DNP program must be completed within six years of the student's initial admission into the program.
2. Completion of the program with a CGPA of 3.0 or above.
    a. A student may receive a grade of B- or higher is required in all graduate nursing courses. To pass a clinical course, a student just earn a grade of B- or higher in the didactic portion and pass the clinical component. If a "C+" or lower is earned in a graduate nursing course, the course must be repeated.
    b. A student who fails to attain a "B-" in a nursing course is permitted to repeat that course only one time.
3. Exhibit proficiency in oral and written English:
    a. Written competency will be determined by the submission of the DNP EBP Initiative final scholarly paper. This project must complete the requirements for the DNP EBP Initiative and have been written in the APA style.
    a. Oral competency will be determined at the time of the oral presentation of the DNP EBP Initiative to the graduate faculty. Oral competency will be evaluated on the student's ability to organize and articulate what was learned in initiative. In addition, the student's delivery will be evaluated for professional appearance, the ability to persuade the listener(s), and the effective use of voice.

**Faculty**
**Dr. Shannon Merk,** Department Chair of Nursing
**Dr. Kellie Crowl**, Assistant Professor of Nursing
**Dr. Shannon O'Connell-Persaud,** Associate Professor of Nursing
**Dr. Sandra Scholten,** Assistant Professor of Nursing, Graduate Program Director
**Dr. Heather Stehr,** Assistant Professor of Nursing
**Dr. Stacy Stoterau,** Assistant Professor of Nursing
**Ms. Connie Windeshausen,** Assistant Professor of Nursing
**Dr. Barb Condon,** Professor of Nursing *Emerita*
**Dr. Carolyn Leman**, Professor of Nursing *Emerita*
**Dr. Patricia Miller, C.H.M.,** Professor of Nursing *Emerita*
**Dr. Rick Petersen,** Professor of Nursing *Emerita*

**<u>Nursing Courses (NURS)</u>**
**NURS 675: Cultural Competence in Health Care** **3 sem. hrs.**
This course will increase the student's awareness regarding the dimensions and complexities involved in caring for people from diverse cultural backgrounds. The issues of health care delivery will be explored and contrasted with the choices that people must make when attempting to deal with health care issues.

**NURS 800 Epidemiology and Population Health** **4 sem. hrs.**
This course provides the basic concepts of epidemiology with a focus on emerging and chronic deseases. This course emphasizes the principles and methods used to describe patters of illness in communities and populations. Methods and research designs used to investigate the etiology of infectious and noninfectious diseases are presented. This course includes 60 hours of practicum hours. Clinical practicum hours should integrate the theoretical and conceptual underpinnings of epidemiology at the doctoral level. *(This course can be offered as a dual credit MSN elective)*
**NURS 810 Information Technology for Evidence-based Practice** **4 sem. hrs.**

This course explores information technology and data management to support evidence-based decisions in nursing and healthcare. Emphasis is placed on the critical appraisal of standards for documentation, modeling, and transmission of high quality, reliable data for use in clinical care, healthcare administration, and quality improvement. This course includes 60 hours of practicum hours at the DNP level. Clinical practicum hours should integrate values and ethics and apply the theories and concepts at the doctoral level. As one of the culminating courses for the DNP Program, this practicum will ask students to examine their role as health care providers and show how they have been influenced by their course of studies. *(This can be offered as a dual credit MSN course)*

**NURS 820 Financial Management for Health Care Organizations 4 sem. hrs.**
This course focuses on the nature of management and how it is applied in various health care settings. Contemporary theories, critical perspective, models, and best practices designed to foster performance excellence in the highly competitive health care environment are examined. The complexities and challenges of health care systems is also addressed. This course includes 60 hours of practicum hours at the DNP level. Clinical practicum hours should integrate values and ethics and apply the theories and concepts at the doctoral level. As one of the culminating courses for the DNP Program, this practicum will ask students to examine their role as health care providers and show how they have been influenced by their course of studies. *(This course can be offered as a dual credit MSN elective)*

**NURS 840: Philosophy and Theory for Advanced Practice Nursing 3 sem. hrs.**
This course will offer an opportunity to analyze various philosophy of science traditions while building an understanding of the relationship between philosophical traditions and knowledge development in advanced practice nursing. *(This course can be offered as a dual credit MSN elective)*

**NURS 846 Translational Research and DNP Evidence-Based Practice Initiative I 5 sem. hrs.**
Translational Research and DNP Evidence-Based Practice Initiative I 5 sem. hrs. This course provides students with the opportunity to analyze various translation frameworks and models while building an understanding of the relationship between philosophical traditions and knowledge development in advanced practice nursing. Students will learn about translating evidence for leadership and health policy, and to improve quality and safety in health care. Students will study change theories and models and begin the process of gathering and analyzing evidence that will inform their proposals for their Evidence-Based Practice Initiative. This course includes 60 practicum hours during which students will collaborate with inter-professional teams and evaluate organizational cultures for barriers and facilitators to Evidence-Based Practice Initiative. Pre-requisite: NURS 840

**NURS 856-866-876 DNP Evidence-Based Practice Initiative II-IV 2 sem. hrs.**
DNP Evidence-Based Practice Initiative II-IV 2 sem. hrs. This Evidence-Based Practice Initiative (EBP) course provides the DNP student with opportunities to apply theoretical concepts and research evidence to advanced nursing practice focused on quality healthcare. Students will compare and contrast models of care delivery and organizational systems. Literature and evidence will be synthesized to influence the development of an innovation project for a health organization, health system, or community. The advanced practice nursing student will develop a transformative Advanced Practice Nursing model or intervention that improves healthcare practice and quality of care. This course then requires the student to implement, analyze outcomes, and report the process of their theory and evidence-based intervention. This course includes 60 hours of practicum related to the time spent researching, planning, implementing, analyzing, and reporting the Evidence-Based Practice Initiative. Pre-Requisites: NURS 846

**NURS 880: Professional Ethics for Health Care Leaders** **3 sem. hrs.**

This course provides a review of the philosophical foundations of applied and professional ethics. The theoretical and empirical underpinnings of ethical issues throughout the lifespan and across a variety of health care settings are examined. Principles for the ethical provision of health care and conduct of research are featured. Professional ethics for health care leaders are addressed.

**NURS 890 Leadership in Complex Healthcare Organizations** **4 sem. hrs.**

This course will study the interprofessional collaboration within complex health care environments to transform the delivery of health care by improving access, quality, and safety across diverse/underserved populations. Strategies to address organizational challenges and facilitate system wide changes important to the practice environment of the advanced practice nurse will be explored. Group dynamics within health care organizations and communities will be analyzed with an emphasis on communication patterns, resource allocation, strategic planning, program evaluation, and decision-making model to formulate policy. This course includes 60 hours of practicum hours at the DNP level. Clinical practicum hours should integrate values and ethics and apply the theories and concepts at the doctoral level. As one of the culminating courses for the DNP Program, this practicum will ask students to examine their role as health care providers and show how they have been influenced by their course of studies. *(This course can be offered as a dual credit MSN elective)*

# Physical Therapy

*Doctor of Physical Therapy*

**Doctor of Physical Therapy**

Within a Catholic Franciscan University, with a tradition of service, caring and openness to all, broad intellectual background with a career development, and encouragement of growth in self-awareness and in one's relationship to others and to God, the mission of Briar Cliff University's Doctor of Physical Therapy (DPT) program is the to pursue academic excellence in preparing the next generation of physical therapists to practice autonomously and respond to patient and societal needs of the region, including the underserved, by restoring, maintaining, and promoting optimal movement, activity participation, and wellness of clients. By challenging students to provide skilled, reflective, ethical, legal, compassionate, culturally competent, inter-professional, evidence-based, and patient-centered care, graduates will be prepared to be effective leaders and health care providers within their communities and the ever-changing health care environment.

**DPT Program Student and Graduate Learning Outcomes:**

- >80% of graduates will pass the National Physical Therapy Examination (NPTE) physical therapy board examination within the first take.
- >90% of graduates will ultimately pass the NPTE physical therapy board examination
- Upon graduation, 100% of students will have reported inter-professional interactions with a minimum of three different professions
- Prior to graduation, a minimum of 50% of graduates will have submitted a scholarly abstract for peer review to a local, state, or national conference
- Upon graduation, a minimum of 50% of all graduates will have provided a minimum of 20 hours of service to undeserved areas and/or populations outside of program requirements
- Upon graduation, a minimum of 50% of students will have voluntarily attended a district, state, regional, and/or national professional conference
- Within 1 year of graduation, >90% of employer and patient respondents will provide positive feedback about the ability of graduates to safely and effectively restore, maintain, and promote optimal movement, activity participation, and wellness of clients
- Within 1 year of graduation, >90% of employer and patient respondents will provide positive feedback about the ability of graduates to provide skilled, reflective, ethical, legal, compassionate, culturally sensitive, inter-professional, evidence-based, and patient-centered care
- Within 1 year of graduation, a minimum of 10% of graduate respondents will participate in advocacy activities in which they educate clients and/or their family members, the public, healthcare professionals, third-party payers, and/or legislators about physical therapy services, the availability and accessibility to services, and/or wellness, health promotion, and disease prevention initiatives
- Within 1 year of graduation, >80% of graduate respondents will develop and provide health and wellness education to clients and/or their family members, the public, healthcare professionals, third-party payers, and/or legislators
- Within 3 years of graduation, >20% of graduate respondents will have practiced physical therapy within an underserved area
- Within 3 years of graduation, >10% of all graduate respondents will have provided pro-bono services
- Within 3 years of graduation, >20% of all graduate respondents will be members of the APTA
- Within 3 years of graduation, >10% of all graduate respondents will have attended a district, state, regional, and/or national professional conference

- Within 3 years of graduation, 100% of all graduate respondents will have participated in a minimum of 40 hours of continuing education
- Within 5 years of graduation, at least 5% of all graduate respondents will have successfully completed a residency and/or fellowship, started an advanced degree, and/or obtained a specialty certification

**Faculty**
**Dr. Patrick Cross,** Professor of Physical Therapy, Program Director
**Dr. Sandra Burns,** Assistant Professor of Physical Therapy, Director of Clinical Education
**Dr. Patrick Hauer,** Professor of Physical Therapy, Assistant Program Director
**Dr. Eric Strong,** Professor of Physical Therapy
**Dr. Erin Vogel,** Assistant Professor of Physical Therapy
**Dr. Brian Wienk,** Professor of Physical Therapy, Assistant Director of Clinical Education

**Required DPT Courses*:***

**DPT 500: DPT Orientation** **0 sem. hrs.**
This introductory course is designed to orient the Doctor of Physical Therapy (DPT) student to Briar Cliff University and its DPT Program. Included in this course is an introduction to Franciscan values and identity, the history of Briar Cliff University, core DPT documents and policies, Program expectations, and various student services.

**DPT 520: Clinical and Community-Based Correlations for the DPT Professional I** **1 sem. hr.**
This course is a clinical and community based practical learning experience that occurs through a variety of settings/programs. This clinical and community correlation experience occurs in the community setting, in the pro bono clinic, hospital, and in the classroom during the Spring of the first year of the program. The student attends each clinical or community-based education experience throughout the semester (a minimum of four experiences in all) for a to be determined set amount of time. Each faculty member or clinical instructor provides the student with opportunities to promote and expand their knowledge and practice of the physical therapy profession. As a component of this course, each student will also complete a final practical in order to demonstrate the level of achievement required for progression in the DPT program.

**DPT 600: Musculoskeletal Therapy for the DPT Professional** **8 sem. hrs.**
The emphasis in this course is on the introduction to the examination, evaluation, and development of a plan of care (intervention) for the patient with a musculoskeletal condition(s). The evidence related to the application of these principles will also be included. The student will also learn to apply knowledge of musculoskeletal principles to the differential diagnosis process for patient examination and intervention.

**DPT 601: Neurorehabilitation for the DPT Professional** **7 sem. hrs.**
This course is the capstone course in the adult neuromuscular pathway. This course serves to integrate all preceding foundational and clinical sciences coursework. The course revisits the common pathological conditions (e.g., CVA, TBI, SCI, PD, MS, PPS, vestibular disorders) encountered in clinical practice. Students will develop and apply theoretical frameworks for physical therapy clinical decision-making for examining, evaluating, developing a plan of care, and providing treatment for individuals who have movement dysfunction secondary to neurological deficits. Emphasis is placed upon the patient/client management provided in the inpatient rehabilitation setting, although differences in acute care, outpatient, home, and other settings are discussed. The APTA models of practice and disablement are used as frameworks for evaluating movement dysfunction and for developing intervention plans. A learning-centered approach is used to develop the student's ability to evaluate the patient with neurological involvement, to identify and prioritize key problem

areas, to design and implement an appropriate treatment program based on current evidence and expert consensus, and to assess treatment effectiveness and modify intervention accordingly.

**DPT 602: Cardiovascular and Pulmonary Rehabilitation for the DPT Professional 4 sem. hrs.**
This course provides theoretical and practical instruction for the evaluation and management of physical therapy patients with cardiovascular and pulmonary disorders. Emphasis is placed on the etiology and pathology of selected cardiovascular and pulmonary medical conditions, as well as the therapeutic management of patients with these conditions. Students will create a physical therapy plan of care for selected cardiovascular and pulmonary dysfunctions using diagnostic, pharmacologic, and clinical laboratory data. Concepts of health promotion and fitness are explored.

**DPT 603: Integumentary Therapy for the DPT Professional 2 sem. hrs.**
A comprehensive review of the integumentary system concentrating on the prevention of integument disruption and management of patients with open wounds, burns, and other dermatologic disorders is presented. Attention is given to the examination of and intervention for the most common integumentary conditions across the lifespan.

**DPT 620: Clinical and Community-Based Correlations for the DPT Professional II 2 sem. hrs.**
This course is a clinical and community-based practical learning experience that occurs through various settings/programs. This clinical and community correlation experience occurs in the community setting, in the Briar Cliff Clinic (Pro Bono), and in the classroom during the summer semester of the Program's second year. The student attends each clinical or community-based education experience throughout the semester to-be-determined set amount of time. In addition, each faculty member or clinical instructor provides the student with opportunities to promote and expand their knowledge and practice of the physical therapy profession. As a component of this course, each student will also complete a final practical in order to demonstrate the level of achievement required for progression in the DPT program.

**DPT 622: Clinical and Community-Based Correlations for the DPT Professional III 1 sem. hr.**
This course is a clinical and community-based practical learning experience that occurs through a variety of settings/programs. This clinical and community correlation experience occurs in the community setting, in the pro bono clinic, hospital, and in the classroom during the fall semester of the second year of the program. The student attends each clinical or community-based education experience throughout the semester (a minimum of four experiences in all) for a to be determined set amount of time. Each faculty member or clinical instructor provides the student with opportunities to promote and expand their knowledge and practice of the physical therapy profession. As a component of this course, each student will also complete a final practical in order to demonstrate the level of achievement required for progression in the DPT program.

**DPT 623: Clinical and Community-Based Correlations for the DPT Professional IV 3 sem. hrs.**
This course is a clinical and community based practical learning experience that occurs through a variety of settings/programs. This clinical and community correlation experience occurs in the community setting, in the pro bono clinic, hospital/clinic, and in the classroom during the Spring of the second year of the program. The student attends each clinical or community-based education experience throughout the semester (a minimum of four experiences in all) for a to be determined set amount of time. Each faculty member or clinical instructor provides the student with opportunities to promote and expand their knowledge and practice of the physical therapy profession. As a component of this course, each student will also complete a final comprehensive practical in order to demonstrate the level of achievement required for progression in the DPT program and advancement into full-time clinicals.

**DPT 640: Pediatric Rehabilitation for the DPT Professional** **2 sem. hrs.**
In this course the physical therapy student will learn appropriate assessment and intervention strategies for pediatric clients of PT services. Selected assessments and interventions are studied in light of patient/client management model as applied to contemporary pediatric physical therapist practice. The student will practice and demonstrate competency in basic PT assessment and intervention strategies related to the young child and adolescent population. The emphasis of this course is on the acquisition of knowledge for the role of a physical therapist in all areas of pediatric practice.

**DPT 641: Geriatric Rehabilitation for the DPT Professional** **3 sem. hrs.**
The purpose of DPT 641 is to provide students with the knowledge base for understanding the demographics of aging in the United States, as well as the physical, psychological, and emotional aspects of healthy human aging including the effects of age-related physical changes as well as chronic conditions commonly found in older adults. The students will be required to formulate plans for treatment of the geriatric physical therapy patient including assessment, education, and application of therapeutic interventions.

**DPT 642: Orthotics, Prosthetics, and Adaptive Equipment for the DPT Professional** **3 sem. hrs.**
DPT 642 presents didactic material in the study of prosthetics and orthotics. Students learn to examine the patient/client for whom the use of prosthetics and/or orthotics is applicable. Students participate in examination, evaluation and treatment of individuals who require the use of upper and/or lower extremity prosthetics and orthotics. Students are educated about various materials and biomechanical components of prosthetic and orthotic devices. Students participate in clinical decision-making regarding the clinical uses of prosthetic and orthotic devices.

**DPT 644: Movement Analysis** **2 sem. hrs.**
This course is designed to challenge students to critically analyze tasks using their knowledge of the basic sciences and advanced Physical Therapy concepts. This course is a capstone course designed to challenge the DPT student to integrate information across the curriculum. The skills the students develop in this course will prepare them to apply their knowledge during the clinical education phase of the curriculum.

**DPT 700: DPT Culmination** **0 sem. hrs.**
This course is designed to prepare the Doctor of Physical Therapy (DPT) student for graduation and applying for licensure.

**DPT 720: Clinical and Community-Based Correlations for the DPT Professional V** **1 sem. hrs.**
This course is a clinical and community-based practical learning experience that occurs through various settings/programs. This clinical and community correlation experience consists of a series of interprofessional expert in-services directed towards preparation for long-term clinical experiences. A component of this course also consists of education related to preparation for the Boards. Each student will also complete a final written comprehensive exam in order to demonstrate the level of achievement required for progression in the DPT program and advancement into full-time clinicals.

**DPT 721: Clinical Education in Physical Therapy I** **8 sem. hrs.**
This course is a clinical practical learning experience that occurs in a community setting during the summer semester of the third year of the program. The student attends the clinic each day for a full workday as dictated by his/her clinical instructor. While in this setting, the student practices physical therapy basic level professional management including patient/client management. The clinical instructor provides opportunities for students to promote their physical therapy standards of practice in a professional and ethical practice. The length of this clinical education experience is 8 weeks.

**DPT 722: Clinical Education in Physical Therapy II** **8 sem. hrs.**
This course is a clinical practical learning experience that occurs in a community setting during the fall semester of the third year of the program. The student attends the clinic each day for a full workday as dictated by his/her clinical instructor. While in this setting, the student practices physical therapy basic level professional management including patient/client management. The clinical instructor provides opportunities for students to promote their physical therapy standards of practice in a professional and ethical practice. The length of this clinical education experience is 8 weeks.

**DPT 723: Clinical Education in Physical Therapy III** **8 sem. hrs.**
This course is a clinical practical learning experience that occurs in a community setting during the fall semester of the third year of the program. The student attends the clinic each day for a full workday as dictated by his/her clinical instructor. While in this setting, the student practices physical therapy basic level professional management including patient/client management. The clinical instructor provides opportunities for students to promote their physical therapy standards of practice in a professional and ethical practice. The length of this clinical education experience is 8 weeks.

**DPT 724: Clinical Education in Physical Therapy IV** **8 sem. hrs.**
This course is a clinical practical learning experience that occurs in a community setting during the spring semester of the third year of the program. The student attends the clinic each day for a full workday as dictated by his/her clinical instructor. While in this setting, the student practices physical therapy basic level professional management including patient/client management. The clinical instructor provides opportunities for students to promote their physical therapy standards of practice in a professional and ethical practice. The length of this clinical education experience is 8 weeks.

**DPT 725: Clinical Education in Physical Therapy V** **8 sem. hrs.**
This course is the final clinical education experience of the students DPT training. This experience occurs in a community setting during the spring semester of the third year of the program. The student attends the clinic each day for a full workday as dictated by his/her clinical instructor. While in this setting, the student practices physical therapy entry level professional management including patient/client management. The clinical instructor provides opportunities for students to promote their physical therapy standards of practice in a professional and ethical practice. The length of this clinical education experience is 8 weeks.

**Required HSC Courses:**

**HSC 501: Human Anatomy for the Health Care Professional** **7 sem. hrs.**
Students expand their knowledge of human anatomy, emphasizing the body's structures and functions. Anatomical development of the human embryo, including genetic inheritance and congenital abnormalities, is discussed. Assessment of knowledge is made through experiences using prosected cadavers, models, palpation of surface anatomy, and practical application.

**HSC 502: Human Physiology for the Health Care Professional** **3 sem. hrs.**
Students examine the fundamentals of human physiology and homeostasis as it relates to basic cellular and tissue functions and impairments of the neural, muscular, endocrine, cardiovascular, respiratory, genitourinary, and immune systems. Discussion of the physiology of physical activity and occupational participation supporting health and function are integrated throughout this course.

**HSC 503: Human Neuroscience for the Health Care Professional** **3 sem. hrs.**
Students review and discuss the development, structures, and function of the human nervous system and examine neuroscientific concepts underlying normal somatosensory, motor, cognition, and emotional systems as they relate to human function and participation.

**HSC 509: Human Kinesiology and Biomechanics for the Healthcare Professional** **3 sem. hrs.**
Students build on previous knowledge of the structure and function of the human body and apply essential anatomical and physiological principles to human movement and participation.

**HSC 520: Behavioral Sciences for the Health Care Professional** **2 sem. hrs.**
Patient interaction skills, professional conduct, and ethical and moral conduct are essential in the practice of physical therapy. This course aids in the development of skills necessary to provide optimum patient care and promotes professional and ethical responsibilities. The study of the health care provider's role within the context of the health care environment and interprofessional team is emphasized. The relationships between the practitioner and patients, clients, families, caregivers, health care providers, and colleagues in the practice setting are discussed. The role of effective communication skills, interpersonal skills, professionalism, and ethical decision making in the patient care process is addressed. Patient advocacy is also discussed.

**HSC 521: Evidence-based Practice for the Health Care Professional** **2 sem. hrs.**
Students obtain a foundation in evidence-based practice via the introduction to and examination of research principles, ethics, and designs; hierarchies of evidence; and the scholarly process. Assessment of knowledge of course content is made through demonstration of medical informatics proficiency, interpretation of statistical information, and critiques of evidence to make informed decisions for practice.

**HSC 522: Teaching and Learning for the Health Care Professional** **1 sem. hr.**
Students explore and integrate effective educational principles for teaching and learning processes within academic, clinical, and community-based settings.

**HSC 620: Foundational Spanish for the Health Care Professional** **1 sem. hr.**
Students develop proficiency in basic Spanish vocabulary and expressions needed for clinical practice. Emphasis is placed on developing students' skills in understanding and respecting ethnic and cultural principles that influence clinical outcomes.

**HSC 640: Emergency Medical Responder** **2 sem. hrs.**
This American Red Cross course gives participants the knowledge and skills necessary to work as an emergency medical responder to help sustain life, reduce pain, and minimize the consequences of injury or sudden illness until more advanced medical personnel take over. Core skills include assessments, CPR, AED, airway and ventilation, medical and trauma emergencies, and EMS operations. Enrichment modules offer additional training in asthma, anaphylaxis and epinephrine auto-injectors, Sellick's maneuver, C-collar, and back boarding.

**HSC 641: Prevention, Health Promotion, Fitness and Wellness** **2 sem. hrs.**
Building upon the information taught in the basic behavioral, biomedical, and clinical science courses, this course enables students to utilize the best available evidence in physical therapy practice to provide health consultation to patients and the community.

**Required RHB Courses:**
**RHB 505: Normal Lifespan Development for the Rehabilitation Professional** **3 sem. hrs.**

Students discuss and examine the sequence of normal development of humans from pre-birth through older adulthood. Principles of motor learning, motor control, and motor development throughout the lifespan, including the effects of environmental and personal factors, are examined as they relate to body functions, activities, participation, and behaviors.

**RHB 506: Human Pathophysiology for the Rehabilitation Professional** **3 sem. hrs.**
Students are introduced to the fundamentals of human pathophysiology. General and systemic pathologies, associated with age-related, socioeconomic, environmental, and behavioral factors, are examined as to their effect on the musculoskeletal, respiratory, cardiovascular, nervous, and genitourinary systems and how they impact function, activity, and participation.

**RHB 507: Pharmacology for the Rehabilitation Professional** **3 sem. hrs.**
This course will teach the basis of pharmacologic action. The course will explore how the actions of drugs influence the physiologic function of the body and also the body's response to these drugs. Common adverse drug events, the appropriate therapeutic use of drugs, along with how the drug may impact rehabilitation interventions will be discussed.

**RHB 508: Human Medical Imaging for the Rehabilitation Professional** **2 sem. hrs.**
This imaging course includes the basic principles of diagnostic imaging, the evidence for application of diagnostic imaging in patient care, and pathology for various areas of the body. The student will learn basic principles of musculoskeletal imaging as they apply to normal as well as pathology utilizing plain radiography, magnetic resonance imaging, and computerized axial tomography. The student will also be introduced to the method plain radiographs are taken which will include the patient position, X-Ray beam direction, and bony anatomy involved. The student will view a labeled radiograph, MRI, and CT scan in which bony and soft tissue structures have been identified. The student will also be introduced to a variety of pathologic conditions involving a variety of body areas and various imaging modalities. The course is focused primarily on the musculoskeletal area of clinical practice, but also contains information involving the nervous system. The student will learn to apply knowledge of pathologic findings on diagnostic imaging, and knowledge of patient pathology to develop or modify a plan of care for a patient. The student will also learn to apply knowledge of diagnostic imaging in the differential diagnosis process for patient examination as well as intervention.

**RHB 540: Foundational Rehabilitation Test and Measures** **3 sem. hrs.**
Students learn to employ measurements associated with the evaluation process to administer safe, patient-centered, evidence-based examinations. Discipline-specific examinations, scoring, and interpretation of acquired data are explored. Assessment of knowledge of course content is made through lab activities, case studies, and practical examinations.

**RHB 541: Foundational Rehabilitation Interventions** **4 sem. hrs.**
Students learn to employ therapeutic interventions related to evaluation outcomes to administer safe, patient-centered, and evidence-based interventions. Discipline-specific interventions are explored. Assessment of knowledge of course content is made through lab activities, case studies, and practical examinations.

**RHB 560: Rehabilitation Scholarly Project Proposal** **1 sem. hr.**
Students participate in the scholarly process, under the direction of a faculty research advisor, establishing a research question, exploring the literature, and developing a research proposal on a specific topic related to clinical practice.

**RHB 581: Laws and Reimbursement for the Rehabilitation Professional** **1 sem. hr.**

Students are introduced to and identify the legal and ethical practices related to documentation, coding, and reimbursement across practice settings. Assessment of knowledge of course content is made through case studies, insurance analyses, documentation, and billing practices.

**RHB 643: Differential Diagnosis for the Rehabilitation Professional** **3 sem. hrs.**
The primary focus of this course is to prepare students to recognize acute and chronic health conditions commonly seen in the general population. Primary content area will include diseases or conditions of the neuromuscular, musculoskeletal, integument, cardiopulmonary systems. This course applies current evidence-based theory of physical therapy and reviews the underlying pathology and clinical manifestation of the more common disorders. We will use lecture, journal article readings, small group discussion, and cases presentations. Clinical problem-solving strategies and intervention development skills will be applied and practiced. Role playing will be used to further develop clinical decision-making skills as well as to promote advanced communication skills.

**RHB 660: Rehabilitation Scholarly Project** **3 sem. hrs.**
Under the direction of a faculty research advisor, students continue the scholarly process by implementing a previously developed scholarly proposal and producing a final written product that can be professionally disseminated.

**RHB 680: Rehabilitation Practice Management** **2 sem. hrs.**
Students identify and examine basic business and management concepts that can be applied in diverse practice environments and are necessary to thrive in today's healthcare industry. Assessment of knowledge of course content culminates with a business plan project.

**Elective Courses:**

**DPT 740: Sports Physical Therapy** **1 sem. hr.**
This course is designed to enhance student's understanding and knowledge of current concepts in evidence-based sports physical therapy. The course content included enhances the student's knowledge of relevant anatomy, physiology, biomechanics, physics, and kinesiology. The topics presented will include components of evaluation, diagnosis, and treatment utilizing evidence-based resources. The primary goal of the course is to provide students with an overview of sports physical therapy in health care. Students will not be considered sports physical therapists upon completion of the course.

**DPT 741: Pelvic Health Physical Therapy** **1 sem. hr.**
DPT students will demonstrate proficiency in evaluating and treating patients with pelvic floor management issues.

**DPT 743: Entry-Level Dry Needling in Physical Therapy Practice** **1 sem. hr.**
Components of dry needling that are not traditionally covered in the minimal required entry-level DPT curriculum (as identified by the HumRRO Report by the FSBPT) will be covered in this course, including, but not limited to, surface anatomy as it relates to underlying structures, emergency preparedness and response procedures related to secondary physiological effects or complications with dry needling, standards for dry needle handling, factors influencing safety and injury prevention, personal protection procedures and techniques as related to dry needling, theoretical basis for dry needling, theoretical basis for combining dry needling with other interventions, secondary effects or complications associated with dry needling on other systems, theoretical basis of pain sciences, contraindications and precautions related to dry needling, palpation techniques as related to dry needling, needle insertion techniques, needle manipulation techniques,

and physiological responses to dry needling. This course will also identify the history of, theories behind, and skill of dry needling and its progression into a functional model.

**HSC 741: Health Science Service-learning Experience** **1 sem. hr.**
Students participate in an immersive service-learning experience, utilizing the knowledge and skills acquired, to promote health and wellness with underserved populations.

**HSC 742: Health Science Independent Study** **1 sem. hr.**
Students may further explore a specialty area in their respective field of interest.

**HSC 743: Advanced Pain Management** **1 sem. hr.**
Students expand their understanding of pain science and intervention techniques within a biopsychosocial framework. Discussions emphasize the role of therapeutic alliance, language, and healing interactions with patients.

**RHB 742: Advanced Pediatric Rehabilitation** **1 sem. hr.**
Students gain advanced knowledge in specific theoretical approaches, assessment methods, and intervention strategies related to practice with children and youth experiencing impairments, functional limitations, and participation challenges.

**RHB 744: Manual Therapy Rehabilitation** **1 sem. hr.**
This is a hands-on course designed to practice manual therapy skills utilized in a clinical setting including palpation, soft tissue mobilization (SASTM- Sound Assisted Soft Tissue Mobilization), and joint mobilization/manipulation for the spine and extremities. Emphasis is placed on enhancing psychomotor skills necessary for the appropriate application of clinically relevant techniques. The student will have the opportunity for SASTM online certification upon the completion of this course. The course promotes safe and effective manual therapy techniques for client management with feedback from peers and instructors on applying the techniques.

**RHB 745: Vestibular Rehabilitation** **1 sem. hr.**
Students gain advanced knowledge in specific theoretical approaches, assessment methods, and intervention strategies related to practice with individuals experiencing impairments, functional limitations, and participation challenges resulting from vestibular deficits.

# Management

*Master of Arts in Management*

The Master of Arts in Management degree is designed to prepare learners for successful advancement into supervisory and management positions. This program is designed to meet the needs of managers in the public and private sectors to enhance their leadership and management skills while upholding high ethical standards. Emphasis is placed on the understanding of quality leadership skills through course work, case studies and associated research while preparing students for the challenges of management in the 21st Century.

**Core Courses:**

| | | |
|---|---|---|
| MGMT 500 | Research Methods & Theory | 3 sem. hrs. |
| MGMT 515 | Theories of Quality & Efficient Mgmt. (not SPMA | 3 sem. hrs. |
| MGMT 560 | Managing Organizational Diversity | 3 sem. hrs. |
| MGMT 585 | Global Management (not SPMA) | 3 sem. hrs. |
| MGMT 590 | Conflict Resolution and Negotiation | 3 sem. hrs. |
| MGMT 611 | Financial Management | 3 sem. hrs. |
| MGMT 670 | Strategic Management (not SPMA) | 3 sem. hrs. |

**Concentration Courses: Human Resource Management**

| | | |
|---|---|---|
| MGMT 570 | Management Theories and Ethics | 3 sem. hrs. |
| HRM 510 | Employment Law | 3 sem. hrs. |
| HRM 520 | Recruitment/Retention/Evaluation of Employees | 3 sem. hrs. |
| HRM 550 | Total Rewards | 3 sem. hrs. |

**Concentration Courses: Leadership**

| | | |
|---|---|---|
| MGMT 570 | Management Theories and Ethics | 3 sem. hrs. |
| LDR 536 | Leadership & Team Development | 3 sem. hrs. |
| LDR 590 | Strategic Leadership | 3 sem. hrs. |
| LDR 690 | Leadership Roles in Business | 3 sem. hrs. |

**Concentration Courses: Sports Management**

| | | |
|---|---|---|
| MGMT 570 | Management Theories and Ethics | 3 sem. hrs. |
| SPMA 560 | Historical and Theoretical Foundation of Sports | 3 sem. hrs. |
| SPMA 621 | The Business of Sports | 3 sem. hrs. |
| SPMA 601 | Sports Marketing, Sponsorship & Sales | 3 sem. hrs. |
| SPMA 630 | Sports in Society | 3 sem. hrs. |
| SPMA 555 | Event and Facility Operations | 3 sem. hrs. |
| SPMA 550 | Policy and Governance in Sports | 3 sem. hrs. |

**MAM program student learning outcomes**

- Students will demonstrate achievement of the following.
  - ✓ Analyzing case studies and offering solutions to problems
  - ✓ Preparing case studies for presentation and review

- ✓ Students can evaluate different types of research

- Knowledge and use of quantitative skills
  - ✓ Calculation and analysis of quantitative data and effects on the organization's financial stability

- Knowledge of global business environment
  - ✓ Analyzing company cases that deal with global issues

- Written and oral communication skills
  - ✓ Student will write essays and research papers that present clear ideas at the graduate level
  - ✓ Student will be able to effectively communicate within a team environment
- Ethical decision-making
  - ✓ Students will be able to identify different views of ethical decision making

**Course Descriptions:**

**MGMT 500 Research Methods & Theory** **3 sem. hrs.**

This course is a research course involving the collection, manipulation, analysis and reporting of data using computer software (SPSS). It includes such topics as questionnaire development, pre-testing, sampling, coding, and interviewer training.

**MGMT 515 Theories of Quality & Efficient Management** **3 sem. hrs.**

This course focuses on both the management of product quality and the management of the process quality for creating project deliverables. It provides exposure to the tools, techniques, and metrics used to ensure that sufficient product and process quality is achieved. It includes assignments which allow students to learn how to plan quality into a project and determine key metrics to manage project and process quality.

**MGMT 560 Managing Organizational Diversity** **3 sem. hrs.**

This course introduces students to the effects of diversity in organizational planning and prepares students for managerial responsibility to lead a diverse workforce. Understand culture and integration of organizations in formal and informal structures. A variety of approaches including case analyses and exercises with be used.

**MGMT 585 Global Management** **3 sem. hrs.**

This course studies how businesses plan, develop, market and distribute products/services on a global scale. Special emphasis is placed on how businesses adapt to different cultural, political and economic environments.

**MGMT 590 Conflict Resolution and Negotiation** **3 sem. hrs.**

Negotiation and Conflict Management presents negotiation theory – strategies and styles – within an employment context. In addition to the theory and exercises presented in class, students practice negotiating with role-playing simulations that cover a range of topics, including difficult situations such as cross-cultural mentoring and an emergency. Other special cases discussed include abrasiveness, dangerousness, racism, sexism, whistleblowing, and ethics. The course covers conflict management as a first party and as a third party: third-party skills include helping others deal directly with their conflicts, mediation, investigation, arbitration, and helping the system change as a result of a dispute.

**MGMT 611 Financial Management** **3 sem. hrs.**
Students will learn how to analyze organizational financial statements (balance sheet, income statement, statement of cash flows) to better understand the relationship between finance and human resource management in organizations.

**MGMT 670 Strategic Management** **3 sem. hrs.**
Human Resource Management will be addressed from the strategic point of view. This course will consist of studying issues currently being faced by executive management. Some issues include the transformation taking place in the Human Resource Management Function.

**MGMT 570 Management Theories and Ethics** **3 sem. hrs.**
This course presents analysis of historical concepts regarding leadership & management with a special focus on leadership ethics. Developmental processes related to ethical leadership behavior will be studied. This course introduces quantitative and qualitative research methodologies appropriate for leadership issues.

**LDR 536 Leadership & Team Development** **3 sem. hrs.**
This course will present the basic principles of building and sustaining teams in organizations including team dynamics and process improvement.

**LDR 590 Strategic Leadership** **3 sem. hrs.**
This course teaches the process of using well considered tactics to communicate a vision for an organization or one of its parts. Strategic leadership typically manages, motivates and persuades staff to share that same vision, and can be an important tool for implementing change or creating organizational structure within a business.

**LDR 690 Leadership Roles in Business** **3 sem. hrs.**
This course examines Servant Leadership, with a focus on moral and ethical leadership. Students will create a service project in the community which will integrate and apply the theories, frameworks and learning from this course.

**SPMA 560 Historical and Theoretical Foundation of Sports** **3 sem. hrs.**
This course serves as chronological and topical examination of the history of American sports. Major issues and trends in sports history are analyzed and placed within the broader context of American history, with consideration for how historical processes influenced the rise of sport, and how sports influenced major cultural and societal developments.

**SPMA 621 The Business of Sports** **3 sem. hrs.**
This course offers a unique perspective about the business of sports by exposing students to specific managerial challenges and issues facing industry leaders. It does so by blending assigned readings, current developments in the sports-business industry, and guest speakers.
In order to address the flow of funds in the sports industry, the course examines the five most critical entities influencing the sports business: Professional sports franchises and leagues; amateur athletics, including collegiate sports and the Olympics; corporate America; the media; and the public sector.

**SPMA 601 Sports Marketing, Sponsorship & Sales** **3 sem. hrs.**
This course features an examination of corporate sponsorship, its growing role and importance in the corporate/brand marketing mix; importance to event and property producers/organizers, participants, athletes, entertainers, communities and the media. Additionally, an overview of the industry and instruction on

effective methods to plan, price, organize, acquire, implement, measure, and evaluate sponsorships including the development of a corporate sponsorship plan. There is a strong emphasis on post-program analysis utilizing various types of marketing research.

**SPMA 630 Sports in Society** **3 sem. hrs.**
This course addresses the impact of sports on American culture, with focus on competition, economics, mythology, education, religion, ethics, professional sports, sports and minorities.

**SPMA 555 Event and Facility Operations** **3 sem. hrs.**
This course provides students with an understanding of the complexity involved in sports facility and event management. Sports facility management includes a variety of activities such as planning and designing a sports facility, staff management, facility marketing, developing revenue streams, and facility scheduling and operating. Sports event management consists of identifying goals of the event and coordinating people in the organizations involved to achieve those goals with the resources available.

**SPMA 550 Policy and Governance in Sports** **3 sem. hrs.**
This course examines the governance structures and policy making mechanisms for sports organizations including The Olympic Movement, youth and amateur sports, high school athletics, intercollegiate athletics, and professional sports.

# Health Administration

*Master of Health Administration*

This 36-credit hour accelerated program provides a rigorous and comprehensive academic experience with a career-building residency. The MHA is a professional degree that emphasizes the conceptual, analytical, and applied skills required to advance into management careers in hospitals and health systems, top tier consulting firms and other health care related businesses. The curriculum includes a wide variety of courses and opportunities to study current economic, social, technical, and marketplace issues that are directly influencing the health sector. Required courses provide students with a thorough grounding in the U.S. healthcare system. Required courses are as follows:

| **Core Courses:** | | **15 sem. hrs.** |
|---|---|---|
| MGMT 500 | Research Methods & Theory | 3 sem. hrs. |
| MGMT 515 | Theories of Quality & Efficient Management (not SPMA) | 3 sem. hrs. |
| MGMT 560 | Managing Organizational Diversity | 3 sem. hrs. |
| MGMT 590 | Conflict Resolution and Negotiation | 3 sem. hrs. |
| MGMT 670 | Strategic Management (not SPMA) | 3 sem. hrs. |

| **Health Administration Concentration Courses:** | | **21 sem. hrs.** |
|---|---|---|
| HCA 500 | Quality Healthcare Management | 3 sem. hrs. |
| HCA 510 | Health Administration | 3 sem. hrs. |
| HCA 515 | Healthcare Finance and Reimbursement | 3 sem. hrs. |
| HCA 530 | Healthcare Operations and Leadership | 3 sem. hrs. |
| HCA 545 | Health Care Informatics | 3 sem. hrs. |
| HCA 585 | Globalization of Healthcare | 3 sem. hrs. |
| HCA 600 | Evidence Based Practices I | 3 sem. hrs. |
| HCA 605 | Evidence Based Practices II | 3 sem. hrs. |
| HCA 625 | Healthcare Analytics | 3 sem. hrs. |
| HCA 650 | Legal & Regulatory Issues in Health Care | 3 sem. hrs. |
| HCA 670 | Advanced Health Care Management | 3 sem. hrs. |
| HCA 690 | Interprofessional Collaboration | 3 sem. hrs. |
| HCA 695 | Integrated Theory and Practice | 3 sem. hrs. |

**Course Descriptions:**

**MGMT 500 Research Methods & Theory** **3 sem. hrs.**

This course is a research course involving the collection, manipulation, analysis and reporting of data using computer software (SPSS). It includes such topics as questionnaire development, pre-testing, sampling, coding, and interviewer training.

**MGMT 515 Theories of Quality & Efficient Management** **3 sem. hrs.**

This course focuses on both the management of product quality and the management of the process quality for creating project deliverables. It provides exposure to the tools, techniques, and metrics used to ensure that sufficient product and process quality is achieved. It includes assignments which allow students to learn how to plan quality into a project and determine key metrics to manage project and process quality.

**MGMT 560 Managing Organizational Diversity 3 sem. hrs.**
This course introduces students to the effects of diversity in organizational planning and prepares students for managerial responsibility to lead a diverse workforce. Understand culture and integration of organizations in formal and informal structures. A variety of approaches including case analyses and exercises with be used.

**MGMT 590 Conflict Resolution and Negotiation 3 sem. hrs.**
Negotiation and Conflict Management presents negotiation theory – strategies and styles – within an employment context. In addition to the theory and exercises presented in class, students practice negotiating with role-playing simulations that cover a range of topics, including difficult situations such as cross-cultural mentoring and an emergency. Other special cases discussed include abrasiveness, dangerousness, racism, sexism, whistleblowing, and ethics. The course covers conflict management as a first party and as a third party: third-party skills include helping others deal directly with their conflicts, mediation, investigation, arbitration, and helping the system change as a result of a dispute.

**MGMT 670 Strategic Management 3 sem. hrs.**
Human Resource Management will be addressed from the strategic point of view. This course will consist of studying issues currently being faced by executive management. Some issues include the transformation taking place in the Human Resource Management Function.

**HCA 500 Quality Healthcare Management 3 sem. hrs.**
Students are exposed to the field and practice of quality management and best practices and strategies health care organizations can adopt to improve patient outcomes and program quality with a focus on improvements in quality risk reduction, and other key business results and outcomes. In this course, students will learn to effectively use process analysis tools to identify issues and causes, select corrective actions, and monitor implemented solutions. Includes vital information on the use of statistical process control to monitor system performance (variables) and outcomes (attributes).

**HCA 510 Health Administration 3 sem. hrs.**
An introduction to the principles of administration within health and human services organizations and the basic concepts of leadership and organizational theories relevant to effective administration of health care institutions. Organizations are viewed as open systems requiring constant interactions with the environment. Considerable emphasis is placed on quality improvement and organizational change.

**HCA 515 Healthcare Finance and Reimbursement 3 sem. hrs.**
Health Care Finance and the Mechanics of Insurance and Reimbursement combines financial principles unique to the health care setting with the methods and process for reimbursement (including coding, reimbursement strategies, compliance, financial reporting case mix index, and external auditing). Students will gain knowledge of revenue cycles combined with management functions, and reimbursement from the initial point of care through claim submission and reconciliation. This course is designed to prepare students with the necessary tools to successfully lead profitable healthcare organizations.

**HCA 530 Healthcare Operations and Leadership 3 sem. hrs.**
This course provides an introduction and overview to leadership, management, and organizational behavior in health care, reflecting the uniqueness of the sector. The course integrates theory with practice through readings, lectures, written assignments, and guest presentations from different organizational perspectives. Assessment, practice and de elopement of leadership, managerial and organizational skills will be accomplished through team exercises and small group work.

**HCA 545 Health Informatics** **3 sem. hrs.**
This course will use a case study of the foundation and incorporation of the critical IT applications in the modern health care devilry enterprise. Specific applications will be explored with an emphasis on developing and designing systems to meet strategic plans and integrate with evidence-based practices for positive patient and operational outcomes.

**HCA 585 Globalization of Healthcare** **3 sem. hrs.**
In this course, students will be exposed to foundations in the structure of healthcare delivery systems: political, financial and social constructs, social determinates of health, access, equity, and outcomes across cultures to prepare for healthcare within specific populations. Using policy and social determinants of healthcare, students will be exposed to healthcare globalization and how the effects profoundly affect healthcare equities across the globe and within the local industry and organizations.

**HCA 600 Evidence Based Practices I** **3 sem. hrs.**
EBP paradigm and EBP process are the foundation of this course. Concepts, models, and methods for translation and implementation of research into practice are applied. Evaluation methods of the processes and outcomes of implementation and practice change are discussed. Principles of sustainable evidence-based practice change across disciplines and within various healthcare settings are included.

**HCA 605 Evidence Based Practices II** **3 sem. hrs.**
This course builds a foundation for advanced clinical scholarship and healthcare improvement and develops skills in analytical methods for evidence-based practice. Students will analyze emerging EBP, quality improvement and patient safety paradigms to translate research into practice and examine methods for determining clinical effectiveness, including engaging in critical appraisal of research and conducting systematic reviews. Students will examine issues and consensus on key aspects of measurement of nursing performance, organizational actors and nursing sensitive outcomes, including impact of public reporting.

**HCA 625 Healthcare Analytics** **3 sem. hrs.**
This course is designed to help students and professional build a skill set specific to using data for improvement of health care processes and systems. Students will focus on hospital management, patient records, costs, diagnoses, etc. In this course, students will learn to use real-time information to support decisions and delivery of services.

**HCA 650 Legal & Regulatory Issues in Health Care** **3 sem. hrs.**
A comprehensive analysis of the more significant legal issues encountered by health care administrators and the ramifications of those issues. Both theoretical and practical applications of law are addressed with an analytical focus on the prompt identification of legal and bioethical issues arising from and affecting various health care employment settings. The principles of health care law in a complex constitutional system are examined in relation to current proposals and policy developments in areas such as privacy, contracts, tort reform, and the regulation of the health care marketplace. Topics include legal and regulatory constraints imposed on the health care industry, the liability of health care providers, the rights of patients, employment law and labor relations, and administrative law for health care organizations.

**HCA 670 Advanced Health Care Management** **3 sem. hrs.**
A study of the nature of management and how it is applied in various health care settings. Contemporary theories, critical perspectives, models, and best practices designed to foster performance excellence in the

highly competitive health care environment are examined. Discussion also addresses the complexities and challenges of health systems.

**HCA 690 Interprofessional Collaboration 3 sem. hrs.**
This course is designed to provide students in healthcare professional programs with introductory knowledge of interprofessional teamwork with an evolving health care system (context). The purpose of the course is to introduce concepts in interprofessional education to health profession students for collaborative patient, family, and community health care. The philosophical and theoretical foundations of interprofessional health care are explored. Interactive learning experiences provide the opportunity to develop knowledge and understanding of each profession's contribution to health care (experience). This is a foundation course for future interprofessional study of health promotion, issues of health care delivery, evidence-based practice, and clinical application of these concepts.

**HCA 695 Integrated Theory and Practice 3 sem. hrs.**
The capstone practicum is a vital part of the curriculum for the MCA in health systems management program. During the practicum experience, students function as an integral member of an organizational entity to complete a project assigned by the organization. The objective of the practicum project course is to enable students to build on their theoretical preparation to develop leadership skills, management skills and systematic problem/issue analysis skills through direct participation in management activities in a business or health-related organization. Students obtain practical information and knowledge about various aspects of developing products, analyzing opportunities and managing various aspects of work in business/health-related enterprises or public policy making entities. Students utilize research, communication, presentation and writing skills to complete a project deliverable as requested by the host organization.

# Nursing

*Master of Science in Nursing: Nurse Practitioner*

The Master of Science in Nursing [MSN] program is designed for baccalaureate-prepared nurses who are interested in serving as family nurse practitioners, adult/gerontology primary care nurse practitioners, or psychiatric mental health nurse practitioners. Briar Cliff University also offers a post-graduate APRN certificate program focused in family, adult/gerontology primary care, or psychiatric mental health. All courses, with the exception of advanced physical assessment, advanced skills, and clinical are offered online. Students are required to complete a minimum of 750 clinical hours each for the FNP and AGPCNP and psychiatric mental health program.

**MSN and Post-Graduate ARNP Certificate Program Student Learning Outcomes:**

- Sustain caring, holistic relationships with multiple individuals in an advanced practice or educator role through being, knowing, acting with compassion and respecting cultural, racial, and ethnic diversity in the global society.
- Harmonize the breadth and depth of knowledge from the humanities and natural and social sciences in the application of the art and science of advanced practice nursing to multiple individuals and in nursing education.
- Exercise the art and science of nursing to determine interventions to promote the health of all individuals in the advanced practice or education setting.
- Assimilate nursing theory into the art and science of nursing at the advanced practice level or in nursing education.
- Interface, using a variety of communication skills including informatics, with individuals and inter/intra-professionals to promote optimal health outcomes for all individuals.
- Synthesize decision-making processes based on legal, ethical, political, sociocultural, and spiritual dimensions while demonstrating leadership in an advanced practice and nurse educator roles and in the delivery of health care.
- Blend responsibility and accountability for the ongoing evaluation of the effectiveness of one's own nursing practice and the practice of others.
- Appraise the teaching/learning needs of self and of all individuals in the provision of advanced practice nursing interventions.
- Orchestrate evidence from nursing research into the art and science of nursing.
- Ascertain the knowledge, skills, and attitudes necessary to continuously improve the quality and safety of the health care systems in which they practice.

**GRADUATION REQUIREMENTS FOR MSN STUDENTS:**

1. The 56.5 graduate credits hours for the FNP students, 54.5 credits for PMHNP students or the 53.5 graduate credit hours for the AGNP student must be completed within six years of the student's initial admission into the program.
2. Completion of the program with a CGPA of 3.0 or above.
    a. A grade of "B-" or higher is required in all graduate nursing courses. To pass a clinical course, a student must earn a grade of B- or higher in the didactic portion and pass the clinical component. If a "C+" or lower is earned in a graduate nursing course, the course must be repeated.

b. A student who fails to attain a "B-" in a nursing course is permitted to repeat that course only one time.

3. Exhibit competency in oral and written English:

a. Written competency will be determined by the submission of the evidence-based practice initiative completed during the program. This project must have received a letter grade of A or B and have been written in the APA style.
Oral competency will be determined at the time of the oral comprehensive. Oral competency will be evaluated on the student's ability to organize and articulate what was learned in the project. In addition, the student's delivery will be evaluated for professional appearance, the ability to persuade the listener(s), and the effective use of voice.

4. Final Assessment of MSN student learning:
   a. Successfully complete NURS624 in the spring of year three.
   b. Successfully complete the oral comprehensive in the spring semester of year three.

**GRADUATION REQUIREMENTS FOR POST-GRADUATE APRN CERTIFICATE PROGRAMS:**

1. The 27.5 graduate credit hours for the post- graduate FNP program or the 24.5 graduate credit hours for the post-graduate AGPCNP program or 25.5 graduate credit hours for the post-graduate PMHNP program must be completed within six years of the student's initial admission into the program.
2. Completion of the program with a CGPA of 3.0 or above.
   a. A grade of "B-" or higher is required in all graduate nursing courses. To pass a clinical course, a student must earn a grade of B- or higher in the didactic portion and pass the clinical component. If a "C+" or lower is earned in a graduate nursing course, the course must be repeated.
   b. A student who fails to attain a "B-" in a nursing course is permitted to repeat that course only one time.

**Faculty**
**Dr. Shannon Merk,** Department Chair of Nursing
**Dr. Kellie Crowl**, Assistant Professor of Nursing
**Dr. Shannon O'Connell-Persaud,** Associate Professor of Nursing
**Dr. Sandra Scholten,** Assistant Professor of Nursing, Graduate Program Director
**Dr. Heather Stehr,** Assistant Professor of Nursing
**Dr. Stacy Stoterau,** Assistant Professor of Nursing
**Ms. Connie Windeshausen,** Assistant Professor of Nursing
**Dr. Barb Condon,** Professor of Nursing *Emerita*
**Dr. Carolyn Leman**, Professor of Nursing *Emerita*
**Dr. Patricia Miller, C.H.M.,** Professor of Nursing *Emerita*
**Dr. Rick Petersen,** Professor of Nursing *Emerita*

**COURSES FOR MSN NURSE PRACTITIONER PROGRAMS**
**Core Courses:**

| | | |
|---|---|---|
| NURS 501 | Theoretical Foundations for Advanced Nursing Practice | 2 sem. hrs. |
| NURS 510 | Health Care Systems: Paradigms, Policy and Ethics | 3 sem. hrs. |
| NURS 520 | Foundations for Advanced Practice | 2 sem. hrs. |
| NURS 529 | Research Methods for Advanced Practice | 3 sem. hrs. |
| NURS 550 | Pathophysiology for Advanced Nursing Practice | 3 sem. hrs. |

| | | |
|---|---|---|
| NURS 570 | Advanced Pharmacology | 3 sem. hrs. |
| NURS 621 | EBP I | 2 sem. hrs. |
| NURS 622 | EBP II | 1 sem. hr. |
| NURS 624 | EBP III | 1 sem. hr. |
| NURS 631 | Advanced Health Assessment | 4 sem. hrs. |
| NURS 632 | Advanced Practice Skills (FNP/AGNP only) | 1 sem. hr. |
| NURS 675 | Cultural Competence in Healthcare | 3 sem. hrs. |
| NURS 760 | Population Health: Disease Prevention and Management | 2 sem. hrs. |

MSN Nurse Practitioner students choose a concentration: Family or Adult/Gerontology Primary Care or Psychiatric Mental Health, with the following additional requirements beyond the core courses.

**Family NP Concentration Courses**:

| | | |
|---|---|---|
| NURS 711 | Pediatric Primary Care I | 2 sem. hrs. |
| NURS 712 | Pediatric Primary Care II | 4 sem. hrs. |
| NURS 715 | Primary Care of Adult/Gerontology Client I | 6 sem. hrs. |
| NURS 730 | Primary Care of Adult/Gerontology Client II | 6.5 sem. hrs. |
| NURS 746 | FNP Practicum I | 4 sem. hrs. |
| NURS 747 | FNP Practicum II | 4.5 sem. hrs. |
| NURS 720 | Women's Health (elective) | 1 sem. Hr. |

**Adult/Gerontology NP Concentration Courses:**

| | | |
|---|---|---|
| NURS 715 | Primary Care of Adult/Gerontology Client I | 6 sem. hrs. |
| NURS 730 | Primary Care of Adult/Gerontology Client II | 6 sem. hrs. |
| NURS 756 | AGNP Practicum I | 4 sem. hrs. |
| NURS 758 | AGNP Practicum II | 4.5 sem. hrs. |
| NURS 759 | Care of the Frail Elder | 3 sem. hrs. |
| NURS 720 | Women's Health (elective) | 1 sem. Hr. |

**Psychiatric Mental Health NP Concentration Courses:**

| | | |
|---|---|---|
| NURS 617 | Therapeutic Modalities for APNs | 6 sem. hrs. |
| NURS 647 | Neuroscience of Psychopharmacology for APNs | 3 sem. hrs. |
| NURS 717 | Adv. Psychiatric Mental Health (PMH) Nursing with Adults | 5 sem. hrs. |
| NURS 727 | Adv. PMH Nursing with Children, Adolescents, and Older Adults | 6.5 sem. hrs. |
| NURS 767 | Practicum in PMH Advanced Practice Nursing | 5 sem. hrs. |

**COURSES FOR POST-GRADUATE APRN CERTIFICATE PROGRAMS**

**Core Courses:**

| | | |
|---|---|---|
| NURS 550 | Pathophysiology for Advanced Nursing Practice (If needed) | 3 sem. hrs. |
| NURS 570 | Advanced Pharmacology (If needed) | 3 sem. hrs. |
| NURS 631 | Advanced Health Assessment (If needed) | 4 sem. hrs. |
| NURS 632 | Advanced Practice Skills Lab (If needed; FNP/AGNP only) | 1 sem. hr. |

Students pursuing a post-graduate APRN certificate choose a concentration: Family or Adult/Gerontology Primary Care or Psychiatric Mental Health, with the following additional requirements beyond the core courses.

**Family NP Concentration Courses**:

| | | |
|---|---|---|
| NURS 711 | Pediatric Primary Care I | 2 sem. hrs. |
| NURS 712 | Pediatric Primary Care II | 4 sem. hrs. |
| NURS 715 | Primary Care of Adult/Gerontology Client I | 6 sem. hrs. |
| NURS 720 | Women's Health (elective) | 1 sem. hr. |
| NURS 730 | Primary Care of Adult/Gerontology Client II | 6 sem. hrs. |
| NURS 746 | FNP Practicum I | 4 sem. hrs. |
| NURS 747 | FNP Practicum II | 4.5 sem. hrs. |

**Adult/Gerontology NP Concentration Courses:**

| | | |
|---|---|---|
| NURS 715 | Primary Care of Adult/Gerontology Client I | 6 sem. hrs. |
| NURS 730 | Primary Care of Adult/Gerontology Client II | 6 sem. hrs. |
| NURS 756 | AGNP Practicum I | 4 sem. hrs. |
| NURS 720 | Women's Health (elective) | 1 sem. Hr. |
| NURS 758 | AGNP Practicum II | 4.5 sem. hrs. |
| NURS 759 | Care of the Frail Elder | 3 sem. hrs. |

**Psychiatric Mental Health NP Concentration Courses:**

| | | |
|---|---|---|
| NURS 617 | Therapeutic Modalities for APNs | 6 sem. hrs. |
| NURS 647 | Neuroscience of Psychopharmacology for APNs | 3 sem. hrs. |
| NURS 717 | Adv. Psychiatric Mental Health (PMH) Nursing with Adults | 5 sem. hrs. |
| NURS 727 | Adv. PMH Nursing with Children, Adolescents, and Older Adults | 6.5 sem. hrs. |
| NURS 767 | Practicum in PMH Advanced Practice Nursing | 5 sem. hrs. |

**Course Descriptions:**

**NURS 501 Theoretical Foundations for Advanced Nursing Practice 2 sem. hrs.**

Focuses on philosophical and theoretical foundations of advanced nursing practice. An emphasis is placed on concepts, conceptual models, and theories as they have developed in nursing, as well as theoretical foundations from related disciplines. The relationships between theory, research and clinical practice is analyzed. Ethical, cultural, legal and political issues and their impact on the profession and the delivery of health care are discussed from a variety of perspectives. Graduates are prepared to holistically care for a variety of clients incorporating a theory basis for their practice.

**NURS 510 Health Care Systems: Paradigms, Policy and Ethics 3 sem. hrs.**

This course surveys the current health care milieu from both a national and global perspective. Particular consideration of governmental/legal, fiscal and society values and philosophies, spiritual, moral/ethical issues will unfold the current context of health care delivery. In depth analysis focuses on health care organizations, ethics, financing and public policy, and the associated role of the advanced practice nurse in light of the social contact with the public, and opportunities to advocate for social justice and healthy environments.

**NURS 520 Foundations for Advanced Practice 2 sem. hrs.**

Students have the opportunity to prepare for practice as an advanced practice registered nurse. Didactic experiences focus on the complex dynamics and issues encountered in clinical practice, education and administration as well as the attendant ethical and legal issues. Students develop knowledge and competencies to practice collaboratively with other health care providers, assume leadership for holistic client care and advocacy for clients and the public. The practicum focuses on initial practice in the advanced practice roles as an educator, researcher, advocate, clinician, consultant, collaborator, and systems manager.

**NURS 529 Research Methods for Advanced Practice** **3 sem. hrs.**

Focuses on methods of inquiry as a basis for the expansion of nursing knowledge and application of research in advanced clinical practice. Selection of research methods to identify client-focused clinical nursing problems and appropriate interventions in advanced practice are addressed within an ethical context. The course provides a basis for evaluation of published evidence and research, supports application of formalized quantitative and qualitative methods to practice, and prepares the graduate to practice evidence-based practice and conduct quantitative and qualitative research studies. Epidemiological trends will be addressed as one of the methods utilized for identification of client related problems. Analysis of research studies and the identification of a specific research problem in nursing, a specific research design, and the development of a research proposal are expected outcomes of this course

**NURS 550 Pathophysiology for Advanced Nursing Practice** **3 sem. hrs.**

Focuses on cellular physiological and pathophysiological processes through the lifespan, in order to provide a foundation for holistic clinical assessment, decision-making, and clinical management. Emphasis is commonly found altered health states based on current epidemiological trends. Special emphasis is given to pathogenesis, alterations in normal function, and the body's adaptation to the disease process. Integration of current research from nursing and other disciplines is used to explore pathophysiological processes, the compensatory mechanisms, and the rationales for clinical interventions. Course content includes concepts of altered health in children and older adults, genetic and congenital disorders, neoplasia, disorder in hematopoietic function, and alterations and adaptations in cardiovascular, respiratory, urinary, endocrine, and nervous systems. Prerequisite: BSN Degree, Undergraduate Anatomy & Physiology

**NURS 570 Advanced Pharmacology** **3 sem. hrs.**

This course presents advanced principles of pharmacology, including both the pharmacotherapeutics and pharmacokinetics of selected drug groups and their clinical application. It is designed to build upon the understanding of pathophysiological mechanisms of disease processes and holistic health assessment, and to provide the foundation for clinical competency in therapeutic drug prescription and administration. Emphasis is placed on developing knowledge and aptitudes in safely and effectively assessing, diagnosing, and treating common health alterations, and the related professional, ethical and legal issues in prescriptive practice. Synthesis and application of pharmacological principles will also be integrated within the clinical practice experience.

**NURS 617 Therapeutic Modalities for APNs** **6 sem. hrs.**

This course introduces various therapuetic modalities for the treatment of individuals, groups, and families with psychiatric problems. Theoretical foundations of treatment modailities are emphasized. Further emphasis is placed on utilizing evidence-based practice strategies for selecting appropriate therapeutic modalities for patient or family-centered care. This course includes 180 hours of practicum experiences. Prerequisites: NURS 550, NURS 570, NURS 631

**621 EBP I** **2 sem. hrs.**

This course offers the opportunity to develop and/or revise nursing clinical practice or protocols based on scientific rigorous empirical and qualitative evidence. Includes creating a comprehensive plan for implementation, evaluation, and dissemination of the proposed change. Prerequisite: NURS 529

**NURS 622 EBP II** **1 sem. hr.**

This course is the continuation of NURS 621. Prerequisite: NURS 621.

**NURS 624 EBP III** **1 sem. hr.**
This course is the continuation of NURS 622. Prerequisite: NURS 622

**NURS 631 Advanced Health Assessment** **4 sem. hrs.**
This course focuses on the expansion and refinement of the clinician's skills in collecting and integrating holistic data necessary for a comprehensive health assessment, including functional assessment, recognition of medical genetics conditions, health history, physical examination and indicated lab and diagnostic testing. It is designed to strengthen the physical, psychological, social-cultural, developmental and spiritual assessment throughout the lifespan. Laboratory experiences in advanced practice skills are used to emphasize the differentiation between normal and abnormal findings. The enhancement of holistic assessment skills is intended to serve as the basis for ensuring appropriate and effective clinical decision-making in advanced practice. The course is offered as a hybrid, combining online instructions and mandatory on-site labs. Labs will be held on the BCU campus throughout the summer in which the course is offered.

**NURS 632 Advanced Practice Skills (FNP/AGNP only)** **1 sem. hr.**
This laboratory course focuses on the competencies of technical clinical skills for advanced practice. This course will take place on-site at the campus of Briar Cliff University. Pre-requisites: NURS 550, NURS 631

**NURS 647 Neuroscience of Psychopharmacology for APNs** **3 sem. hrs.**
This course presents advanced principles in pharmacology, including both the pharmakokinetics and pharmacodynamics of broad categories of medications, with a focus on psychotropic medications. It is designed to build upon an understanding of human pathophysiology, neurobiology, and neuroanatomy. Emphasis is placed on analyzing the relationship between phamacologic agents and physiologic/pathologic responses for general health problems. Special emphasis is placed on developing knowledge and aptitude in safely and effectively selecting psychopharmacologic agents for the management of psychiatric symptoms. Synthesis and application of pharmacologic principles will be further integrated within clinical practice experiences throughout the curriculum. Pre-requisites: NURS 550, NURS 570, NURS 631

**NURS 675 Cultural Competence in Healthcare** **3 sem. hrs.**
This course will increase the student's awareness regarding the dimensions and complexities involved in caring for people from diverse cultural backgrounds. The issues of health care delivery will be explored and contrasted with the choices that people must make when attempting to deal with health care issues.

**NURS 711 Pediatrics Primary Care I** **2 sem. hrs.**
This course focuses on the growth and development of children and adolescents within the context of family and community. Emphasis is on developmental theories and concepts in primary health care delivery in the pediatric population. Students will apply theory and current research for the promotion of the client's holistic health. Exploration of the utilization of primary prevention: health promotion, risk screening, and disease prevention in the pediatric population. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. Within a context of values and ethics, this course provides opportunity for discussion, differentiation, and application of the concepts related to the pediatric population. Prerequisites: NURS 550, NURS 570, NURS 631

**NURS 712 Primary Care in Pediatrics II** **4 sem. hrs.**
This course explores the utilization of all levels of prevention with a focus on secondary prevention. Assessment and treatment of children and adolescents in ambulatory care settings will be highlighted within the course. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. This course will provide

necessary knowledge and experience to assess and treat the most common health problems, including episodic illness as well as stable chronic disease. Within a context of values and ethics, this course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical experiences (120 hours) allow students to apply theory and research in diagnosing and treating common health concerns seen in primary care and emphasizes promotion of the client's holistic health. Pre-requisite: NURS 711

**NURS 715 Primary Care of Adult/Gerontology Client I 6 sem. hrs.**
This course explores utilization of all levels of prevention with a focus on primary health care delivery and primary and secondary prevention with the mid-life family: health promotion, risk screening, disease prevention, and diagnosis and early treatment of health alterations. Theory and clinical experiences focus on students' use of diagnostic reasoning skills to diagnose and treat common health concerns seen in primary care. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. Within a context of ethics and values from the Catholic perspective this course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical experiences allow students to apply theory and research in diagnosing and treating common health concerns seen in primary care, and emphasize promotion and restoration of the client's holistic health. This course is offered online, but also required 120 hours in a clinical setting. Prerequisites: NURS 550, NURS 570, NURS 631

**NURS 717 Adv. Psychiatric Mental Health (PMH) Nursing with Adults 5 sem. hrs.**
This course incorporates the assessment, diagnosis, and treatment of adults with psychiatric problems. Evidence-based standards of care and clinical practice guidelines are emphasized. This course is offered online, but also required 120 hours in a clinical setting. Prerequisites: NURS 550, NURS 570, NURS 617, NURS 631, NURS 647

**NURS 720 Women's Health (elective) 1 sem. Hr.**
This course explores utilization of all levels of prevention with a focus on primary health care delivery and primary and secondary prevention with the female patient: health promotion, risk screening, disease prevention, and diagnosis and early treatment of health alterations. Didactic content focuses on students' use of diagnostic reasoning skills to diagnose and treat common health concerns seen in the primary care of women. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. Within a context of values and ethics, this course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Students will apply evidence-based practice in diagnosing and treating common health concerns seen in women in the primary care setting. Prerequisites: NURS 550, NURS 570, NURS 631
* Fall (elective)

**NURS 727 Adv. PMH Nursing with Children, Adolescents, and Older Adults 6.5 sem. hrs.**
This course incorporates the assessment, diagnosis, and treatment of children, adolescents, and older adults with psychiatric problems. Evidence-based standards of care and clinical practice guidelines are emphasized. This course is offered online but also required 210 hours in a clinical setting. Prerequisites: NURS 550, NURS 570, NURS 617, NURS 631, NURS 647, NURS 717

**NURS 730 Primary Care of Adult/Gerontology Client II 6 sem. hrs.**
This course explores utilization of all levels of prevention with a focus on primary health care delivery and secondary and tertiary prevention with the older-adult family: diagnosis and early treatment of health alterations and reduction of complications and health maintenance. Both theory and clinical experiences focus

on students' use of diagnostic reasoning skills to diagnose and treat common health concerns seen in gerontologic-based primary care. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. Within a context of values and ethics, this course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Clinical experiences (120 hours) allow students to apply theory and research in diagnosing and treating common health concerns seen in primary care, and emphasizes restoration and maintenance of the client's holistic health. Prerequisite: NURS 715

**NURS 746 FNP Practicum I** **4 sem. hrs.**

This course sequence is specific to the MSN FNP option. Students enrolled in this practicum will be expected to integrate values and ethics and apply the theories and concepts of the NP role in clinical practice with families throughout the lifespan. Emphasis is placed on comprehensive assessment, management, and evaluation of health care needs of the adults and children within a family system. As one of two culminating courses for the FNP role preparation, this seminar will enable students to examine their role as health care providers and show how they have been influenced by their course of studies. This practicum is designed to provide 180 of the total 750 hours of practicum practice in order to meet eligibility for the certification examination. Pre-requisites: NURS 550, NURS 631, NURS 570, NURS 711, NURS 712, NURS 715, NURS 730

**NURS 747 FNP Practicum II** **4.5 sem. hrs.**

This course sequence is specific to the MSN FNP option. Students enrolled in this practicum will be expected to integrate values and ethics and apply the theories and concepts of the NP role in clinical practice with families throughout the lifespan. Emphasis is placed on comprehensive assessment, management, and evaluation of health care needs of the adults and children within a family system. As one of two culminating courses for the FNP role preparation, this seminar will enable students to examine their role as health care providers and show how they have been influenced by their course of studies. This course is a continuation of NURS746. This practicum is designed to provide 210 of the total 750 hours of practicum practice in order to meet eligibility for the certification examination. Prerequisites: NURS 746

**NURS 756 AGNP Practicum I** **4 sem. hrs**

This course sequence is specific to the AGNP option. NURS 750-756 are designed to provide 540 hours of clinical practice to meet the MSN certification exam requirement. Students enrolled in this clinical practicum will be expected to integrate values and ethics and apply the theories and concepts of the NP role in clinical practice with adults and gerontologic patients. Emphasis is placed on comprehensive assessment, management, and evaluation of health care needs of gerontologic patients. As the culminating course for the AGNP role preparation, this seminar will ask students to examine their role as health care providers and show how they have been influenced by their course of studies. This practicum is designed to provide 180 of the total 750 hours of practicum practice in order to meet eligibility for the certification examination. Pre-requisites: NURS 550, NURS 570, NURS 631, NURS 715, NURS 730, NURS 759

**NURS 758 AGNP Practicum II** **4.5 sem. hrs.**

This course sequence is specific to the MSN AGPCNP option. Students enrolled in the clinical practicum will be expected to integrate values and ethics and apply the theories and concepts of the NP role in clinical practice with adult and gerontology patients. Emphasis is placed on comprehensive assessment, management, and evaluation of health care needs of adults and gerontology patients. As the culminating course for the AGPCNP role preparation, this seminar/practicum will ask students to examine their role as health care providers and show how they have bene influenced by their course of studies. This practicum is designed to provide 210 of the total 750 hours of practicum practice in order to meet eligibility for the certification examination. This course is a continuation of NURS756. Prerequisite: NURS 756

**NURS 759 Care of the Frail Elder** **3 sem. hrs.**

This course sequence is specific to the MSN AGPCNP option. This course focuses on providing care for the oldest of the old individual. Major foci of this course are: principles of gerontological care; common syndromes and disorders of the frail elder; economics and regulatory considerations; and ethical issues surrounding end of life care. The practicum component of this course focuses on increasing competency in holistic and comprehensive assessment skills, clinical decision-making, critical thinking, education, counseling, health promotion, and case management of the geriatric patient (120 hours of clinical practicum). Prerequisites: NURS 550, NURS 570, NURS 631

**NURS 760 Population Health: Disease Prevention and Management** **2 sem. hrs.**

This course provides a basis for advanced practice nursing by exploring socioeconomic and cultural determinants of individual and population health. The role of the advanced practice nurse in risk assessment, counseling education, and screening for chronic diseases will be emphasized. Learners will analyze factors related to access to health care and learn about programs and policies that address existing inequities and emphasize improvements in population health.

**NURS 767 Practicum in PMH Advanced Practice Nursing** **5 sem. hrs.**

This final practicum course in the psychiatric mental health nurse practitioner track emphasizes the integration of the theoretical and practical content incorporated throughout the program and provides an opportunity to experience the role of an independent psychiatric mental health practitioner while in a supervised environment. Principles of interprofessional and intradisciplinary practice, patient advocacy and political activism are emphasized. This course is offered online, but also required 240 hours in a clinical setting. Prerequisites: NURS 550, NURS 570, NURS 617, NURS 631, NURS 647, NURS 717, NURS 727

# Mathematics

*Mathematics Graduate Course*

The mathematics curriculum promotes the development of skills in logical reasoning, problem solving, data analysis, and the communication of ideas.

**Course Description:**

**MATH 540: Biostatistics** **3 sem. hrs.**

This course is a survey of the theory and methods of statistics intended for students in nursing. Emphasis is placed on the under-standing of basic concepts and the solutions of problems using computer printouts on realistic data similar to that occurring in common applications.

# Spanish

*Spanish for Health Care Professionals Graduate Courses*

Spanish for the Health Care Professionals is designed to meet the student's needs for special vocabulary and expressions for the health care provider. This program emphasizes developing students' skills in communication.
across ethnic, cultural, ideological, and national boundaries. Students will engage in an understanding of other cultures and patterns of thought of their patients.

**Course Descriptions:**

**SPAN 601/221D: Spanish for Health Care Professionals I Online/Hybrid. 2 sem. hrs.**
**SPAN 601D/221DD: Clinical Immersion Internship Experience 1 sem. hr.**
These courses are appropriate for novice beginner-level Spanish students in the medical health care professions who wish to increase their cultural competency and their effectiveness in communication with Spanish-speaking patients. Topics include how to greet patients, brief conversations, preliminary patient information, checking not the hospital, at the doctor's office and medical culture. Cultural competence will be taken into consideration for a better understanding of each situation. The instructor will dedicate time and effort to achieve a more individualized course.

**SPAN 602/222D: Spanish for Health Care Professionals II Online/Hybrid. 2 sem. hrs.**
**SPAN 602/222DD: Clinical Immersion Internship Experience 1 sem. hr.**
These courses are appropriate for intermediate beginner-level Spanish students in the medical health care professions who wish to increase their cultural competency and their effectiveness in communication with Spanish-speaking patients. Topics include anatomy, common diseases, protocol for obtaining a medical history, and a patient cultural belief system as related to illness and health. Cultural Competence will be taken into consideration for a better understanding of each situation. The instructor will dedicate time and effort to achieve a more individualized course. Prerequisite: **SPAN 601/221D**

**SPAN 603/223D: Spanish for Health Care Professionals III 2 sem. hrs.**
**SPAN 603D/223DD: Clinical Immersion Internship Program 1 sem. hr.**
These courses are appropriate for novice beginner-level Spanish students in the medical health care professions who wish to increase their cultural competency and their effectiveness in communication with Spanish-speaking patients. Topics include how to greet patients, brief conversations, preliminary patient information, checking into the hospital, at the doctor's office, and medical culture. Cultural Competence will be taken into consideration for a better understanding of each situation. The instructor will dedicate time and effort to achieve a more individualized course. Prerequisite: **SPAN 601/221D, SPAN 602/222D**

**SPAN 604: Spanish for Health Care Professionals Practicum 2 sem. hrs.**
**SPAN 604D/224DD: Clinical Immersion Internship Program 1 sem. hr.**
This is the last sequence of the Spanish for Health Professionals. This course familiarize providers with the most common health issues affecting the Latino community in Siouxland. Emphasis will be placed on individuals interacting with the community in local health care organizations.
Prerequisite: **SPAN 601/221D, SPAN 602/222D, and SPAN 603/223D**

**SPAN 605: Global Immersion Experience for Healthcare Professionals . 2-4 sem. hrs.**
**SPAN 225-01 Clinical Immersion I 2 sem. hrs.**
**SPAN 226-01 Clinical Immersion II 2 sem. Hrs.**

This program is designed to strengthen students' Spanish language skills while introducing them to health concepts and organizations working to improve healthcare in a Spanish speaking country. A combination of classroom language instruction and Medical Spanish at the *Universidad de las Andes* (University of the Andes) or the *Universidad de Cadiz* (University of Cadiz) with cultural excursions, learning, and service-learning activities **on** the teaching hospital, clinics, orphanages and nursing homes allow student to build fluency in Spanish while also learning how culture and medicine interconnect in this Hispanic society. This experience will complete the sequence of Spanish for healthcare professional series**.**
Prerequisite**: SPAN 601/221D and SPAN 602/222D.**

# Board of Trustees

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Retired President, Tyson Fresh Meats
Jefferson, SD

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President, Sisters of Saint Francis of Dubuque
Dubuque, IA

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Physician, Siouxland Women's Health Care
Sioux City, IA

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**Jane Shey ('79)**
Consultant, World Food Program USA
Algona, IA

**Ben Sitzmann ('12)**
Senior Director of Sales, Sterling
Dakota Dunes, SD

**Tom Padgett**
Faculty Emeritus
Sioux City, IA

# Faculty

**Farhad Akhbardeh (2025)**
Associate Professor of Computer Science
B.S., University of Ahar-Tabriz
M.S., Eastern Mediterranean University
M.S., University of North Dakota
Ph.D., Rochester Institute of Technology

**Kenneth Berg (1993)**
Associate Professor of Education
B.S., M.S., Mankato State College
Ed.D., University of Minnesota

**Melanie Berte-Hickey (2015)**
Associate Professor of Social Work
B.S.W., University of Northern Iowa
M.A., (Pastoral Ministry), St. Ambrose University
M.S.W., University of Iowa

**Ted Bobak (2025)**
Assistant Professor of Psychology
B.A., Governors State University
M.A., DePaul University
Ph.D., DePaul University

**Amy Boland (2020)**
Assistant Professor of History
B.A., Cornell College
M.A., Ph.D., Saint Louis University

**Wendy Brame (2010)**
Associate Professor of Sociology
B.S., Brigham Young University
J.D., University of Kansas
M.S., Ph.D., Oklahoma State University

**Sandra Burns (2018)**
Assistant Professor of Physical Therapy
B.A., University of San Diego
M.S., Des Moines University
D.P.T., Des Moines University

**Ford Clark (2024)**
Instructor of Sports Information
B.A., University of Nebraska – Lincoln
M.A., University of Nebraska – Lincoln

**Patrick Cross (2013)**
Professor of Physical Therapy
B.S., Truman State University
D.P.T., Creighton University

**Kellie Crowl (2021)**
Instructor of Nursing
B.S.N., Augustana University
M.S.N.-F.N.P., Mount Marty College
D.N.P., Briar Cliff University

**McHale Davis (2025)**
Assistant Professor of Psychology
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Professor of Biology and Environmental Science
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**Eric Juhnke (2001)**
Professor of History
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**Bodhisattwa Mondal (2021)**
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# Emeriti Faculty

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*Indicates an emeriti faculty member who is deceased

# Emeritas Presidents

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